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ABSTRACT

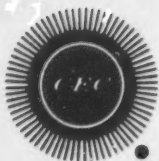
The annotated bibliography on Severely and Multiply Handicapped--Teaching Methods/Assessment contains approximately 120 abstracts and associated indexing information for documents or journal articles published from 1966 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JH)

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Severely and Multiply Handicapped— Teaching Methods/Assessment

A Selective Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 678

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Abstract

ABSTRACT 08

EC 080056

Publ. Date Oct 75

Wolf, Lucille C.

Whitehead, Paul C.

The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.

Mental Retardation; V13 N5 P3-7 Oct 1975

Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;

A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)

(abstract material deleted here for sample) ...

ABSTRACT 24

EC 080034

Publ. Date 75

Brown, Jerome D., Ed.

Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.

Iowa State Dept. of Public Instruction, Des Moines.

EDRS mf/hc

Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;

Identifier: Iowa*;

Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programming for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and ... regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)

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Terms marked * are major terms and appear as headings in the subject index.

Abstractor's initials

CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is representative of journals currently received.

- *Academic Therapy, 1539 Fourth Street, San Rafael, California 94901
- ACTA Symbolica, University of Akron, Akron, Ohio 44304
- Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577
- *American Annals of the Deaf, 5034 Wisconsin Avenue NW, Washington DC 20016
- American Education, 400 Maryland Avenue SW, Washington DC 20020
- American Educational Research Journal, 1126 16th Street NW, Washington DC 20036
- American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015
- American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011
- **American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610
- *American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany, New York 12210
- American Journal of Nursing, 10 Columbus Circle, New York, New York 10019
- **American Journal of Occupational Therapy, 5000 Executive Boulevard, Suite 200, Rockville, Maryland 20852
- *American Journal of Orthopsychiatry, 1790 Broadway, New York, New York 10019
- Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610
- Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036
- ASHA, 9030 Old Georgetown Road, Washington DC 20014
- Audicibel, 24261 Grand River Avenue, Detroit, Michigan 48219
- Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403
- Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036
- Australian Children Limited, Box 91, Brighton 5048, South Australia
- *Australian Journal of Mental Retardation, P.O. Box 255, Carlton, South Victoria 3053, Australia
- AVISO, Newark State College, Union, New Jersey 07083
- **Behavior Therapy, 111 Fifth Avenue, New York, New York 10003
- Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036
- Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401
- British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland
- British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England
- British Journal of Physical Education, Ling House, 10 Nottingham Place, London WIM 4 AX, England
- Bulletin of the Orton Society, 8415 Belona Lane, Suite 204, Towson, Maryland 20402
- Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402
- *Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702
- CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada
- Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada
- CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401
- Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025
- Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637
- **Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025
- Child Welfare, 67 Irving Place, New York, New York 10003
- Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016
- Children Today, US Government Printing Office, Washington DC 20402
- Children's House, Box 111, Caldwell, New Jersey 07006
- Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631
- Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
- Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203
- Day Care & Early Education, 2852 Broadway, New York, New York 10025
- Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226
- Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada
- Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England
- Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333
- DSH Abstracts, Gallaudet College, Washington, DC 20002
- Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England
- *Education and Training of the Mentally Retarded, 1920 Association Drive, Reston, Virginia 22091
- Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107
- *Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107
- Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708
- Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820
- Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401
- Educational Leadership, 1201 16th Street NW, Washington DC 20036
- Educational Researcher, 1126 16th Street NW, Washington DC 20036
- Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632
- Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637
- English Journal, 1111 Kenyon Road, Urbana, Illinois 61801
- *Exceptional Children, 1920 Association Drive, Reston, Virginia 22091
- *Exceptional Parent, 264 Beacon Street, Boston, Massachusetts 02116
- Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada
- Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222
- *Gifted Child Quarterly, 8080 Springvalley Drive, Cincinnati, Ohio 45236
- Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138
- Hearing, 105 Gower Street, London WC1E 6AH, England
- *Hearing & Speech Action, 814 Thayer Avenue, Silver Spring, Maryland 20910
- Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010
- Human Behavior, PO Box 2810, Boulder, Colorado 80302
- Humanist, 923 Kensington Ave., Buffalo, New York 14215
- Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621
- Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306
- Instructor, PO Box 6099, Duluth, Minnesota 55806
- Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016
- International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland
- International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland
- International Rehabilitation Review, 219 East 44th Street, New York, New York 10017
- Involvement, PO Box 460, Oak Ridge, Ontario, Canada

*denotes journals monitored for CIJE.

**denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

- Journal for Special Educators of the Mentally Retarded**, 171, Center Conway, New Hampshire 03813
- Journal of Abnormal Child Psychology**, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011
- Journal of Abnormal Psychology**, 1200 17th Street NW, Washington DC 20036
- Journal of Applied Behavior Analysis**, University of Kansas, Lawrence, Kansas 66044
- Journal of Applied Rehabilitation Counseling**, 1522 K Street NW, Washington DC 20005
- Journal of Association for Study of Perception**, PO Box 744, De Kalb, Illinois 60115
- Journal of Autism & Childhood Schizophrenia**, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011
- Journal of Child Psychology & Psychiatry**, Pergamon Press, Elmsford, New York 10523
- Journal of Clinical Child Psychology**, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105
- Journal of Communication Disorders**, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014
- Journal of Community Health**, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014
- Journal of Consulting & Clinical Psychology**, 1200 17th Street NW, Washington DC 20036
- Journal of Creative Behavior**, 1300 Elmwood Avenue, Buffalo, New York 14222
- Journal of Developmental Disabilities**, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182
- Journal of Education**, Department of Education, Halifax, Nova Scotia
- Journal of Educational Psychology**, 1200 17th Street NW, Washington DC 20036
- Journal of Educational Research**, Box 1605, Madison, Wisconsin 53701
- Journal of General Education**, 215 Wagner Building, University Park, Pennsylvania 16802
- Journal of Learning Disabilities**, 5 North Wabash Avenue, Chicago, Illinois 60602
- Journal of Marriage & the Family**, 1219 University Avenue SE, Minneapolis, Minnesota 55414
- Journal of Mental Deficiency Research**, 86 Newman Street, London W1P 4 AR, England
- Journal of Music Therapy**, Box 610, Lawrence, Kansas 66044
- Journal of Negro Education**, Howard University, Washington DC 20001
- Journal of Nervous & Mental Disease**, 428 East Preston Street, Baltimore, Maryland 21201
- Journal of Pediatrics**, 11830 Westline Industrial Drive, St. Louis, Missouri 63141
- Journal of Personality Assessment**, 1070 East Angeleno Avenue, Burbank, California 91501
- Journal of Reading**, 6 Tyre Avenue, Newark, Delaware 19711
- Journal of Rehabilitation**, 1522 K Street NW, Washington DC 20005
- Journal of Rehabilitation of the Deaf**, 814 Thayer Avenue, Silver Spring, Maryland 20910
- Journal of School Health**, American School Health Association, Kent, Ohio 44240
- Journal of School Psychology**, 51 Riverside Avenue, Westport, Connecticut 06880
- Journal of Special Education**, Grune and Stratton, 111 Fifth Avenue, New York, New York 10003
- Journal of Speech & Hearing Disorders**, 9030 Old Georgetown Road, Washington, DC 20014
- Journal of Speech & Hearing Research**, 9030 Old Georgetown Road, Washington DC 20014
- Journal of Teacher Education**, One Dupont Circle, Washington DC 20036
- Language Speech & Hearing Services in Schools**, 9030 Old Georgetown Road, Washington DC 20014
- Lantern**, Perkins School for the Blind, Watertown, Massachusetts 02172
- Learning**, 530 University Avenue, Palo Alto, California 94301
- Mathematics Teacher**, 1906 Association Drive, Reston, Virginia 22091
- Mental Retardation**, 5201 Connecticut Avenue NW, Washington DC 20015
- Merrill Palmer Quarterly**, 71 East Ferry Avenue, Detroit, Michigan 48202
- Momentum**, 350, One Dupont Circle, Washington DC 20036
- Music Educators Journal**, 1902 Association Drive, Reston, Virginia 22091
- NASSP Bulletin**, 1904 Association Drive, Reston, Virginia 22091
- National Elementary Principal**, 1801 North Moore Street, Arlington, Virginia 22209
- The New Beacon**, 224 Great Portland Street, London W1N/AA, England
- New Outlook for the Blind**, 15 West 16th Street, New York, New York 10011
- Notre Dame Journal of Education**, PO Box 686, Notre Dame, Indiana 46556
- Nursing Outlook**, 10 Columbus Circle, New York, New York 10019
- Optometric Weekly**, 5 North Wabash Avenue, Chicago, Illinois 60602
- Parents Voice**, Journal of the National Society of Mentally Handicapped Children, Pembroke Square, London W2 4EP, England
- Peabody Journal of Education**, George Peabody College for Teachers, Nashville, Tennessee 37203
- Pediatrics**, PO Box 1034 Evanston, Illinois 60204
- Personnel & Guidance Journal**, 1607 New Hampshire Avenue NW, Washington DC 20009
- Phi Delta Kappan**, 8th & Union Streets, Bloomington, Indiana 47401
- Physical Therapy**, 1156 15th Street NW, Washington DC 22005
- Pointer**, PO Box 131, University Station, Syracuse, New York 13210
- Psychology in the Schools**, 4 Conant Square, Brandon, Vermont 05733
- Psychology Today**, PO Box 2990, Boulder, Colorado 80302
- Quarterly Journal of Speech**, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
- Reading Research Quarterly**, 6 Tyre Avenue, Newark, Delaware 19711
- Reading Teacher**, 6 Tyre Avenue, Newark, Delaware 19711
- Rehabilitation Digest**, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada
- Rehabilitation Gazette**, 4502 Maryland Avenue, St. Louis, Missouri 63108
- Rehabilitation Literature**, 2023 West Ogden Avenue, Chicago, Illinois 60612
- Rehabilitation Teacher**, 88 St. Stephen Street, Boston, Massachusetts 02115
- Remedial Education**, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia
- Review of Educational Research**, 1126 16th Street NW, Washington, DC 20036
- Scandinavian Journal of Rehabilitation Medicine**, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden
- Schizophrenia Bulletin**, 5600 Fishers Lane, Rockville, Maryland 20852
- School Media Quarterly**, 1201-1205 Bluff Street, Fulton, Missouri 65251
- Sight Saving Review**, 79 Madison Avenue, New York, New York 10016
- Sign Language Studies**, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901
- Slow Learning Child**, St. Lucia, Brisbane 4067, Australia
- Social Work**, 49 Sheridan Avenue, Albany, New York 12210
- Southern Journal of Educational Research**, Box 107, Southern Station, Hattiesburg, Mississippi 39401
- Special Children**, American Association of Special Educators, 107-20 125th Street, New York, New York 11419
- Special Education: Forward Trends**, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England
- Special Education in Canada**, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada
- Speech Monographs**, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
- Teacher**, 22 West Putnam Avenue, Greenwich, Connecticut 06830
- Teacher of the Blind**, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England
- Teacher of the Deaf**, 50 Topsham Road Exeter EX2 4NF, England
- Teachers College Record**, 525 West 120th Street, New York, New York 10027
- TEACHING Exceptional Children**, 1920 Association Drive, Reston, Virginia 22091
- Volta Review**, 3417 Volta Place NW, Washington, DC 20007
- Young Children**, 1384 Connecticut Avenue NW, Washington, DC 20009

TEACHING METHODS

ABSTRACT 58

EC 000 097 ED 014 821
 Publ. Date 28 Feb 66 31p.
 McCann, Cairbre

Development and Evaluation of Adaptive Communication Devices for the Severely Handicapped Child.
 Crotched Mt. Found., Greenfield, New Hampshire
 EDRS Price 0.25; 1.32

Descriptors: exceptional child research; physically handicapped; communication (thought transfer); cerebral palsy; communication problems; electromechanical aids; adolescents; adults; children

A sample of 13 severely involved, cerebral palsied clients (12 children, one adult) participated in this study. Degree of neuromotor disability was determined by a scale based on activities of daily living. A psychological evaluation was made of all subjects in the study. Subjects were evaluated in their use of electronic switches connected to various output devices ranging in complexity from a simple series of lights to a specially modified electric typewriter. Successful use of these devices has implications for recreation, education, communication, and therapy. Switch controls that were developed included a joystick, a set of mercury switches mounted on a hat, a miniature joystick held between the teeth and operated by the tongue, a pneumatic control hemispherical joystick for a palmar surface control, several magnetically activated devices, and a horn button switch. Output devices included a display board with four lightbulbs, Etch-a-Sketch drawing toy strip projector and electric typewriter control device. Subjects were evaluated on time lapse between request for response and response and adequacy of response. The appendixes include: activities of daily living evaluation form, information on subjects tested and photographs of the input and output devices tested. (GB)

ABSTRACT 1621

EC 001 991 ED N.A.
 Publ. Date Aug 67 3p.
 Hollis, John H.; Gorton, Chester E.
Training Severely and Profoundly Developmentally Retarded Children.
 EDRS not available
 Mental Retardation; V5 N4 P20-4 Aug 1967

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; reinforcement; psychomotor skills; prostheses; research reviews (publications); operant conditioning; social reinforcement; self care skills

Research applicable to the training of severely retarded children (IQ under 25) is surveyed. Studies on behavior modification are discussed, covering prosthetic training, perceptual motor skills, operant imitation, social reinforcement, and adverse stimulation. Research on self care skills treats feeding training, toilet training, and behavioral engineering. It is concluded that realistic operational

procedures are now available. A bibliography lists 52 references. (Author/JD)

ABSTRACT 864

EC 003 621 ED 028 561
 Publ. Date 68 146p.
 Larsen, Lawrence A.; Bricker, William A.
A Manual for Parents and Teachers of Severely and Moderately Retarded Children. IMRID Papers and Reports, Volume 5, Number 22.
 Institute On Mental Retardation And Intellectual Development. Nashville Tennessee
 EDRS mf, hc
 IMRID, Box 163, George Peabody College, Nashville, Tennessee 37203 (\$0.50).

Descriptors: exceptional child education; mentally handicapped; behavior change; teaching methods; self care skills; instructional materials; learning; operant conditioning; reinforcement; pretesting; post testing; behavior rating scales; rewards; positive reinforcement; negative reinforcement; self reward; verbal operant conditioning; task analysis; visually handicapped; aurally handicapped; custodial mentally handicapped; trainable mentally handicapped

Designed for both parents and teachers, the handbook presents methods for educating the moderately and severely retarded child. Those methods include measuring progress, rewarding and punishing, ways of using rewards and punishers, ways of giving positive reinforcers and punishers, withholding reinforcers (extinction), letting the child reward himself, spacing giving reinforcers, shaping behavior in small steps, using signals, and building control. Twenty-three activities are next presented, each with a task definition, pretest, and suggested education program. These activities include sitting quietly; building puzzles; coloring; playing with toys, balls, and wagons; toilet training; eating correctly; putting on a pullover shirt, pants, and socks; buttoning buttons; tying shoe laces; brushing teeth; washing; imitating movements, mouth movements, sounds, and words; understanding words and the names of colors; naming objects, actions, and colors; and talking in sentences. Appendixes include materials needed for the activities, suggested reinforcers, sample forms for pre- and post-test, glossary, and applications to blind and deaf children. (LE)

ABSTRACT 96

EC 004 585 ED N.A.
 Publ. Date Sep 69 3p.
 Webb, Ruth C.
Sensory-Motor Training of the Profoundly Retarded.
 EDRS not available
 American Journal Of Mental Deficiency; V74 N2 P283-95 Sept 1969

Descriptors: exceptional child research; mentally handicapped; sensory training; institutionalized (persons); custodial mentally handicapped; minimally brain

injured; behavior problems; behavior rating scales; perceptual motor learning; AAMP Index

Thirty-two profoundly retarded and institutionalized children with encephalopathy were given sensory-motor training for 5 to 10 months. Training techniques to develop motor reactions to sensory stimulation are outlined. Clinical analysis of changes between pre- and post-treatment behavior tended to be more meaningful than the statistical comparison. This is attributed to the dissimilarity between measuring instruments used. A tentative theory underlying the application of these sensory-motor techniques to the profoundly retarded is presented as a point of departure for future theory formulations. (Author)

ABSTRACT 1517

EC 005 241 ED N.A.
 Publ. Date 67 97p.
 Penny, Ruthanna
Substitute Parents: Training the Profoundly Retarded Patient for Return to the Community.
 EDRS not available
 Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child services; mentally handicapped; custodial mentally handicapped; trainable mentally handicapped; institutionalized (persons); training techniques; self care skills; nurses; attendants; case studies; communication (thought transfer); nonverbal communication

Profoundly and moderately retarded children are the focus of a discussion of training techniques for nursing personnel or others assuming the responsibility of care. The author believes that most severely retarded persons can learn self care and may be able to return to their own or to foster homes. An introduction provides training goals and methods, scheduling suggestions, and examples of rewards. The one-to-one relationship of an 8 year old institutionalized nonverbal boy and a psychiatric technician is described as he gradually began to talk and was eventually discharged. A project involving six females from 18 to 38 (IQs 20 to 60) is reported through excerpts from small group interaction meetings. Profound retardation accompanied by physical handicaps is considered as are communication in therapy and suggestions for training prospective foster parents. (RJ)

ABSTRACT 1989

EC 004 799 ED 036 002
 Publ. Date 67 101p.
 Hamblin, Robert L. And Others
Structured Exchange and Childhood Learning: The Severely Retarded Child. Activity 12.
 Central Midwestern Regional Educational Laboratory, Inc., St. Ann, Missouri
 Office Of Education (DHEW), Washington, D. C.
 EDRS mf, hc
 PR-3

Descriptors: exceptional child research; emotionally disturbed; autism; behavior change; reinforcement; rewards; motivation; social reinforcement; negative reinforcement; positive reinforcement; reinforcers; behavior theories; behavior problems; habit formation; therapeutic environment; psychotic children; withdrawal tendencies (psychology); operant conditioning; case studies (education)

A description of the Social Exchange Laboratory's work with autistic children is presented. The laboratory's philosophy of the exchange theory of autism, seen as a set of habitual response patterns maintained and intensified by exchanges which are inadvertently structured by others in the child's environment, is set forth with characteristics, examples, patterns and therapy considerations for the autistic child included. Exchange therapeutic procedures which reverse or replace the fundamental autistic habit patterns are developed, around seven stages; food is initially used as a powerful reinforcer as the child progresses through them. The procedures and reports of these techniques as used in laboratory are expanded and described with case histories, therapist procedures and exchanges between the therapist, child and parent. (WW)

ABSTRACT 2728

EC 005 689 ED 039 670
 Publ. Date 69 18p.
 Fait, Hollis F., Ed.
Curriculum Guide for Teaching Physical Education to the Profoundly and Severely Retarded.
 Mansfield Training School, Mansfield Depot, Connecticut, Department Of Physical Education
 EDRS mf,hc

Descriptors: exceptional child education; physical education; mentally handicapped; curriculum guides; trainable mentally handicapped; custodial mentally handicapped; physical activities; teaching methods; physical fitness; tests; student evaluation

For use with the profoundly and severely retarded, the guide to physical education curriculum describes methods and techniques, objectives, and core activities. The following are also considered: supplementary activities for the hyperactive and emotionally disturbed; suggestions for the teacher; and evaluation, including records, motor skills tests, and behavior rating scales. (JD)

ABSTRACT 1812

EC 03 1812 ED N.A.
 Publ. Date 71 324p.
 Bradley, Betty Hunt and Others
Teaching Moderately and Severely Retarded Children: A Diagnostic Approach.
 EDRS not available
 Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$14.75).

Descriptors: exceptional child education; trainable mentally handicapped; teaching methods; diagnostic teaching; education-

al philosophy; instructional materials; mentally handicapped

The teaching of moderately and severely retarded children is discussed by a child psychiatrist and two psychologists, with emphasis on collaborative team work of professionals from related disciplines. Schools of thought related to methods for meeting learning disabilities are outlined in the first section. The second section presents the development of the normal child as well as a discussion of the pathology and treatment of the mentally retarded child. The educational section focuses upon specific teaching methods, academic subjects, and practical considerations of teacher preparation, scheduling, and evaluation. An extensive chapter on resources describes and evaluates more than 450 different materials and devices in terms of their usefulness in the classroom. Sources are indicated. The listing covers reading readiness materials, numbers, and general teaching aids. (KW)

ABSTRACT 2294

EC 03 2294 ED N.A.
 Publ. Date 71 134p.
 D'Amelio, Dan
Severely Retarded Children: Wider Horizons.
 EDRS not available
 Charles E. Merrill Publishing Company, 1300 Alux Creek Drive, Columbus, Ohio 43216 (\$4.95).

Descriptors: exceptional child education; trainable mentally handicapped; academic ability; curriculum design; teaching methods; basic reading; handwriting; mathematics; motor development; industrial arts; mentally handicapped; scouting

Presented is a curriculum for severely retarded children (IQ less than 50) which involves both basic academic learnings and social accomplishments. The manual suggests that, using special teaching methods and breaking learning experiences into smaller units, many trainable retarded children (TMR) can learn fundamentals of reading, writing, and arithmetic. A discussion of such a child's potential consists of a description of the author's experience teaching TMR children. Of nine children who participated in academic work for a 2-24 month period, six made substantial progress in academic skills, suggesting that TMR children can do at least first grade academic work. Goals, specific teaching techniques, and learning activities are indicated for the academic skills of reading, writing, and arithmetic. Also presented are two units to encourage motor development: scouting and shop. The units are intended to supplement, not supplant, present programs of motor development. The activities of the scouting unit emphasize gross motor skills, while the shop unit activities for developing eye-hand coordination and hand and arm strength emphasize finer motor skills. (KW)

ABSTRACT 1012

EC 04 1012 ED 058 687
 Publ. Date 71 153p.
 Ball, Thomas, Ed.

A Guide for the Instruction and Training of the Profoundly Retarded and Severely Multi-Handicapped Child.

Santa Cruz County Board of Education, California
 California State Department of Education, Sacramento, Division of Special Education
 California University, Santa Cruz
 EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; multiply handicapped; curriculum guides; curriculum design; mentally handicapped; curriculum planning; California

The guide is intended for teachers of profoundly retarded and severely multiply handicapped children in California. It suggests relevant methodologies and media for such children as well as sample curricula for use in Development Centers for Handicapped Minors and state and private institutions. The major portion of the document consists of instructional plans which provide examples of activities and programs in specific curriculum areas and which are intended as guides to curriculum planning. Major areas covered are ambulation, stimulation, communication, self help skills, imitation, and behavior problems (self destructive behavior, aggression, and blindness). Each instructional plan states objectives, prerequisites, instructional methods, and learning activities, and is followed by a critical commentary identifying strong points and difficulties perceived in the plan. A final section discusses theoretical considerations involved in a philosophy of curriculum planning for Development Centers. (KW)

ABSTRACT 1487

EC 05 1487 ED N.A.
 Publ. Date Feb 73 6p.
 McDonald, Eugene T.; Schultz, Adeline R.
Communication Boards for Cerebral Palsied Children.
 Journal of Speech and Hearing Disorders; V38 N1 P73-88 Feb 73

Descriptors: exceptional child education; physically handicapped; cerebral palsy; childhood; communication problems; communication (thought transfer); instructional materials; language instruction; perceptual motor coordination; Communication Boards

Communication boards are recommended as a means of facilitating communication for cerebral palsied children whose severe motoric disability prevents the development of functional speech. It is suggested that the child's physical abilities, intellectual capacity, and educational status be evaluated to determine appropriate format and positioning for the board. Examples are included in the discussion of the various types and contents of communications boards, including picture boards, word and phrase boards, and boards for sentence construction. It is explained that variations in construction and physical layout allow one to individualize communications boards in relation to a child's specific physical abilities. A case report describes how a 6-year-old athetoid cerebral palsied child

learned to use a communication board.
(Author/GW)

ABSTRACT 1631

EC 05 1631 ED N.A.
Publ. Date Apr 73 3p.
Gold, Marc W.; Barclay, Craig R.
The Learning of Difficult Visual Discriminations by the Moderately and Severely Retarded.
Mental Retardation; VII N2 P9-11 Apr 73

Descriptors: exceptional child research; mentally handicapped; trainable mentally handicapped; young adults; discrimination learning; visual perception; training techniques; sheltered workshops; task performance; performance factors

Sixteen moderately and severely retarded Ss (mean IQ 47.5), aged 17 to 59 years, from a work activity center were assigned to a sorting task to determine their ability to learn a difficult visual discrimination, to determine whether a series of easy-to-hard discriminations is learned more quickly than one hard discrimination, and to assess the effectiveness of the training procedure. Results showed that no Ss in the hard group (criterion was one errorless sorting of one pile of 50 bolts) learned the task, while all Ss in the easy group (criterion for learning was one errorless sorting on each of three piles of bolts) learned the three tasks. Mean trials to criterion were 394, with a range of 200 to 750. When Ss in the hard group were subsequently tested with the easy-to-hard sequence, six of eight reached criterion with a mean of 358 trials. Data showed that the easy-to-hard training sequence was effective and efficient, that training procedures should be selected in advance of training to prevent failure set, and that intelligence is related to the time required to identify the discriminative task, not to discrimination itself. (MC)

ABSTRACT 1875

EC 05 1875 ED N.A.
Publ. Date 72 460p.
Pearson, Paul H.; Williams, Carol E.
Physical Therapy Services in the Developmental Disabilities.
EDRS not available
Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62717 (\$18.75).

Descriptors: exceptional child education; physically handicapped; cerebral palsy; mentally handicapped; neurologically handicapped; physical therapy; rehabilitation programs; medical evaluation; medical treatment; physical education

Management, therapies, and programs pertaining to infants' and childrens' developmental disabilities are presented for physical therapists and physicians in ten author contributed chapters. General management principles, and physical therapists' and physicians' roles in assessing and treating specific disabilities are considered. The discussions on cerebral palsy covers diagnosis, assessment, the neurophysiological basis of motor development (such as brain function or automatic and voluntary movement), neurologic aspects (tonic reflex activity

or abnormal muscle tone), the neurodevelopmental approach to treatment and techniques (use of reflex inhibiting patterns or proprioceptive and tactile stimulation), and such aspects of management as the linking of physical, occupational, and speech therapy. The sensorimotor approach to treatment is delineated through basic concepts, general treatment procedures (such as developing, mobilizing, and stabilizing responses to coordinate movement), and treatment of children's specific problems (chronologically delayed but normal activities, or lack of stability control). Detailed in the proprioceptive neuromuscular facilitation method are guidelines from animal and human behavior, motor performance assessment, and procedures. Described for facilitation of feeding and prespeech are sensorimotor evaluation of feeding behavior and voice, and basic principles of the technique. The use of movement activities is encouraged for impulse control, body-image training, perceptual-motor competencies, seriation, pattern recognition, and problem solving. Program guidelines, equipment and facilities, games, and exercises are suggested to improve retardates' physical fitness. Physical therapy programs for children in rehabilitation centers are presented in terms of evaluation of functional levels and treatment specifics, such as goals, a home program, and coordination of services. Physical therapy in residential facilities is seen to include administrative functions, such as planning for the resident population in conjunction with personnel skills; and surveying of community resources. (MC)

ABSTRACT 2031

EC 05 2031 ED N.A.
Publ. Date 73 233p.
Robinault, Isabel P., Ed.
Functional Aids for the Multiply Handicapped.
EDRS not available
Harper and Row, Publishers, Inc., Medical Department, 2350 Virginia Avenue, Hagerstown, Maryland 21740 (\$10.00).

Descriptors: exceptional child services; multiply handicapped; physically handicapped; cerebral palsy; mobility aids; self care skills; instructional materials; recreation; wheel chairs; sensory aids; reference books

The reference book of functional aids for cerebral palsied and multiply handicapped children and adults presents aids and techniques in the areas of transfer, travel and mobility; personal care; communications and learning, and recreation. Listings usually include item name, description, source, and an illustration. Among techniques explained are lifting the handicapped person and measuring the child for special equipment. The following types of aids or techniques and an example of each are offered: sitting and standing equipment (stand-in table), walking aids; (children's training walker), wheelchairs and adaptations (vehicle adaptations), lifting and carrying (removing child from bathtub), feeding and eating equipment (adapted eating utensils), special clothing and dressing aids (wheelchair cape), personal hygiene aids (show-

er extension), communications aids (conversation board), learning aids for children (Language Master), aids to continuing education for young adults (correspondence study), children's recreation aids (music making equipment), aids for children's group activities (swimming aids), and aids for preteen and young adult recreation (hobbies through correspondence). Addresses are given for approximately 240 sources of aids and information. (DB)

ABSTRACT 2684

EC 05 2684 ED N.A.
Publ. Date Jul 73 4p.
Gazely, D. J.
Communication and Mobility Training with Hearing-Impaired Blind Clients.
EDRS not available
New Beacon; V57 N675 P170-3 Jul 1973

Descriptors: exceptional child education; multiply handicapped; deaf-blind; visual handicapped mobility; travel training; training techniques; verbal communication; nonverbal communication

Suggestions are made for the instructor in mobility training of deaf-blind persons. Included are approaches to speaking clearly rather than loudly while directing speech toward hard of hearing or hearing aid-using clients, and using tactile signals for long cane faults and commands when working with severely and totally deaf clients. (MC)

ABSTRACT 58

EC 06 0058 ED N.A.
Publ. Date 72 102p.
Kinney, Richard
Independent Living Without Sight and Hearing.
EDRS not available
Hadley School for the Blind, 700 Elm Street, Winnetka, Illinois 60093 (\$3.00).

Descriptors: exceptional child education; multiply handicapped; deaf blind; self care skills; braille; visually handicapped mobility; sensory training; rehabilitation; Daily Living Skills

Intended for the deaf blind and presented in both braille and inkprint forms, by a deaf blind author, the text is part of a correspondence course in independent living skills. Each chapter is followed by exercises to help the student apply the new material. Centered on is making the most of one's remaining senses such as smell, touch, and the kinesthetic sense. Clear thinking is stressed for optimum independence. Ways of communicating with the nonhandicapped are explained such as the alphabet glove and Tella-touch. Special communication methods described include the one or two hand manual alphabet and Morse code. Students are encouraged to make the most of their voices by activities such as reading aloud and getting advice on pronunciation. Emphasized for independence at home is thoroughly knowing every room and the location of each object. Ways to use the telephone and mailbox for social purposes are noted. Sources of braille magazines and books are given. Suggestions such as 'squaring off' are explained for orientation and travel skills. The final chapter examines ways

the deaf blind individual can earn extra money or become self supporting. (DB)

ABSTRACT 205

EC 06 0205 ED N.A.
Publ. Date 73 119p.

Thornley, Margo

Every Child Can Learn... Something! For Parents and Teachers of Severely Retarded Children.

EDRS not available

Special Child Publications, Inc., 4535 Union Bay Place, N.E., Seattle, Washington 98105 (\$4.50).

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; training techniques; curriculum; academic achievement; teaching methods; parent role

Described are training techniques and curriculum for use with severely retarded children and adults. It is stressed that the severely retarded need instruction in basic academic skills as well as in self help skills to function successfully. A chapter on changing values offers behavioral definitions of retardation, and suggests that retarded children can achieve more than is usually expected with appropriate instruction and parent-teacher cooperation. A rationale is offered for a structured program to teach the retarded essential academic skills such as counting money and reading labels. Specific instructions for parents include talking to the child, teaching him self feeding skills, toilet training, and dressing. A chapter is given to the principle of reinforcement to change behavior. Guidelines are offered for parents of the young retarded adult living at home. Sensory experiences such as identifying objects by touch are recommended. A curriculum outline of preacademic skills stresses attending behavior, perceptual development, and language development. Training techniques for basic academic skills such as number recognition, and reading in the immediate use vocabulary are offered. The curriculum outline for social studies includes student role, community mobility, and family roles. Concepts taught by science and art activities include hot/cold and wet/dry. The vocational skills program is designed to prepare students for sheltered workshop employment. (DB)

ABSTRACT 224

EC 06 0224 ED 082 437
Publ. Date May 73 35p.

Schiff, William and Others

A Field Evaluation of Devices for Maintaining Contact with Mobile Deaf and Deaf-Blind Children: Electronic Communication with Deaf and Deaf-Blind Persons.

New York Univ., N.Y. Deafness Research and Training Center; National Center for Deaf-Blind Youth And Adults.

Bureau of Education for the Handicapped, Div. of Research; Social and Rehabilitation Service (Dhew/Oe) Washington, D.C.

EDRS mf, hc

Deafness Research & Training Center.

80 Washington Square East, Rm. 59, N. Y. University, N.Y., N.Y. 10003

Descriptors: exceptional child research; multiply handicapped; evaluation; electromechanical aids; aurally handicapped; deaf; deaf blind; communication problems; tactual perception; sensory aids; Vibralert

Behavioral and engineering tests were conducted in the field and laboratory to assess effectiveness and usefulness of the Vibralert, an electronic device for maintaining contact with deaf and deaf-blind children and adults. The vibrating portable signal system was used by 24 deaf and hearing parents to maintain contact with their deaf children at play outside and inside the home for a 2-month period. Findings showed that the majority of the parents and children liked and used the system, and that one third of the test group indicated willingness to buy the system despite problems encountered which corroborated test results. The tests revealed major weaknesses in the system such as restricted range of less than 75 feet, sensitivity to moisture, erratic performance, and difficult maintenance of battery charge. Similar testing was conducted with deaf-blind adults in domestic and industrial settings using the Vibralert and another similar device, the MIT TAC-COM. The investigations showed that the Vibralert was preferred over the MIT TAC-COM in both conditions and that complaints were similar to complaints expressed in the previous field test. (MC)

ABSTRACT 303

EC 06 0303 ED N.A.
Publ. Date Jul 73 74p.

Barrett, Albert M.

When Thinking Begins: Lessons Learned from Helping Preaverage Intelligence Individuals.

EDRS not available

Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$6.95).

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; thought processes; intelligence level; vocabulary; behavior change; operant conditioning; attention span; decision making

Discussed is the nature of thinking and intelligence within the context of recommended semantic changes in the classification of mentally handicapped individuals. He suggests that the term 'preaverage intelligence' has a more positive connotation than mental retardation and would be more likely to encourage remedial efforts. Intelligence is differentiated from intellect, and both are related to the degree of nervous system resistance. Explained is the ABC (Appropriate Behavior Change) system of arousing dormant intelligence in first level (custodial and trainable) preaverage individuals by a series of choice discrimination tasks. The same approach is recommended for discrimination on the symbolic level. The development of attention is seen to be encouraged by progressively more com-

plex directions. The jigsaw puzzle is seen to be an activity which gains the attention of preaverage individuals. A total stimulation environment is thought to require both structured activities and nonstructured activities within a residential setting. Explained are techniques for changing undesirable behaviors such as desensitization and non-need fulfillment stimulation. Decision making is related to abstract thinking and appropriate training. (DB)

ABSTRACT 380

EC 06 0390 ED 083775
Publ. Date 73 248p.

Smith, Donna K., Ed.

Motor-Academic-Perceptual Curriculum Guide for the Early Childhood Education of the Multiply Handicapped.

Arin Intermediate Unit #28, Indiana, Pa.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf, hc

Descriptors: exceptional child education; multiply handicapped; early childhood education; curriculum guides; instructional materials; mentally handicapped; motor development; readiness (mental); perceptual development; class activities; teaching methods

The curriculum guide for early childhood education of the multiply handicapped covers motor, academic, and perceptual skills. Operational definitions and developmental characteristics of the mentally retarded introduce the guide. Considered are the role of the teacher and teacher's aide, the classroom facilities, and scheduling. A chapter on techniques of instruction looks at the preparation of instructional objectives, continuous evaluation, individualized educational prescriptions, task analysis, classroom management, and instruction through imitation. Physical factors such as medical information, seizures, and dental care are discussed. Examined in the chapter on motor skill development are the role of the physical therapist, and development of gross and manipulative motor skills, self-care skills, and body awareness. Basic readiness and communication skills of the academic program are described. Development of the five senses is focused on in the chapter on perceptual skill development. Provided are suggestions for appropriate field trips and instructional units emphasizing motor-academic-perceptual skill development. Stressed is the importance of teacher inservice training and parent involvement. Listed are instructional aids such as video-tape equipment and free or inexpensive materials. An annotated bibliography of approximately 65 materials for teacher reference is also included. Among appendixes are a development checklist, a behavioral prescription, and a test of motor-perception. (DB)

ABSTRACT 463

EC 06 0463 ED N.A.
Publ. Date Spr 73 8p.

Sheredos, Saleem J.

Games for the Severely Disabled.

EDRS not available

Descriptors: exceptional child education; physically handicapped; quadriplegia; games; recreation; simulation; electromechanical aids; Severely Handicapped

Developed or modified by the Bioengineering Research Service of the Veterans Administration Prosthetic Center have been a pinball machine and the Odyssey game simulator for use by quadriplegics and other severely physically handicapped individuals. Games are controlled by either a chin-operated joystick or the use of breath pressure (either blowing or sucking). The pinball machine has slotted legs for adjustment to wheelchair patients and is controlled by pneumatic pressure. The Odyssey simulator involves electronic squares displayed on a television screen which is overlaid with the game pattern or playing field. Games such as ping pong, football, hockey, cat and mouse, and roulette can be played on the simulator which is controlled by a chin-operated joystick. The games have been evaluated by quadriplegics whose reactions were enthusiastic. (DB)

ABSTRACT 505

EC 06 0505 ED 064761
Publ. Date 28 Sep 73 116p.
Hammer, Edwin K.

What Is Effective Programming for Deaf-Blind Children?

Callier Hearing and Speech Center, Dallas, Tex.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf, hc

OEG-0-9-536003-4093

A Paper Presented at the Fall Workshop for Teachers Of Deaf-Blind Children (Chicago, Illinois Sept. 28, 1973)

Descriptors: exceptional child education; deaf blind; program effectiveness; teacher role; program design; multiply handicapped; program evaluation

Increased educational programs for deaf blind children and growing concern about program standards require that the programs be effective. An effective program should produce a positive behavior change in a child as a result of teacher awareness of what is expected of both the teacher and the child. Additionally, the teacher should understand the concept of the program, the relationship of the program to teaching, and the construct of the program. Also, the teacher should be able to both prepare activities for maximal use of available resources and systematically measure the activities for subsequent review or presentation to others. (MC)

ABSTRACT 531

EC 06 0531 ED 064737
Publ. Date Jun 72 116p.

Methods and Materials in the Education of the Visually Handicapped.

Association for Education of the Visually Handicapped, Philadelphia, Pa.

EDRS mf, hc

Association for Education of the Visually Handicapped, 1605 Spruce Street, Philadelphia, Pennsylvania 19103

Selected Papers Presented at the Biennial Conference Of the Association for the Education of the Visually Handicapped (51st, Miami Beach, Florida, June 25-29, 1972)

Descriptors: exceptional child education; visually handicapped; deaf blind; conference reports; instructional materials; multiply handicapped; vocational rehabilitation; vision; sensory aids; language skills

Presented are 19 selected papers given at the 1972 conference of the Association for Education of the Visually Handicapped. The following titles are included: 'Multi-Handicapped, the King of Challengers'; 'Is Listening the Answer?'; 'An Aural Study System Designed for the Visually Handicapped'; 'VOCOM I-Speech Compressor Expander'; 'A Comparison of the Effectiveness of Standard Print and Large Print in Facilitating the Reading Skills of Visually Impaired Students'; 'Demonstration of the Peabody Language Development Kit, Level #P'; 'Toys for Tots'; 'Educational Materials for Early Childhood Education'; 'Movement Exploration and Gymnastics for Visually Handicapped Children'; 'Federal Programs and Their Implications for the Visually Handicapped'; 'A Delivery of Comprehensive Services to Deaf-Blind Children and Their Families Through the Regional Structure'; 'Diagnostic Services and Programing for Deaf-Blind Children'; 'Developing a Vocational Program in a Residential School for the Blind'; 'Give a Man a Fish and He Can Eat for a Day--Teach Him How to Fish and He Can Eat for the Rest of His Days'; 'Guidance, For Whom? For What? By Whom? How?'; 'Low Vision Training- Implications for Teacher Preparation and Professional Development'; 'Development of Visual Potential in Young Children'; 'The Need for Curriculum Planning in the Field of Low Vision'; and 'Educationally Significant Visual Assessment in Young Children'. (DB)

ABSTRACT 553

EC 06 0553 ED N.A.
Publ. Date 73 45p.

Multihandicapped Mentally Retarded: Training and Enrichment Strategies.

EDRS not available

Hogg Foundation for Mental Health, Univ. of Texas, Univ. Station - Box 7998, Austin, Texas 78712 (\$1.00).

Descriptors: exceptional child education; mentally handicapped; multiply handicapped; custodial mentally handicapped; trainable mentally handicapped; sensory experience; psychological needs; institutionalized (persons); institutional environment; institutional personnel; Severely Handicapped

Presented are 23 brief readings on the multiply handicapped and retarded. Thirteen readings consider aspects of the mildly and moderately retarded who also have sensory handicaps, while 10 readings consider the multihandicapped profoundly retarded. Exercises and references accompany some of the readings. Discussed are the following topics:

orientation training for the retarded blind, enrichment of sensory input of the institutionalized deaf retarded, dissonance and acting-out in the sociopathic mentally retarded, orientation for the blind through odors, boredom among the blind retarded, camouflage in perceptual training, visual experiences for the bedfast, the death of a friend, behavior disorders and sleep, the role of smell in the rehabilitation of the blind retarded, patient behaviors that influence staff attitudes, simulation of handicaps in staff training programs, photography for the blind retarded, overhead mirrors for the bedfast retarded, space utilization, gifts for the profoundly retarded, recreation activities for profoundly retarded hyperactive patients, reward and punishment in profound retardation, motivation of the profoundly retarded, love of approval in the profoundly retarded, phototropisms in the profoundly retarded, echos and reinforcement in profound retardation, an evening the hyperactive profoundly retarded in a large dining facility. (DB)

ABSTRACT 649

EC 06 0649 ED 084761
Publ. Date 73 206p.

Ward, Ted and Others

Workshop Training Kits. Volume I.

Michigan State Univ., East Lansing, Regional Instructional Materials Center for Handicapped Children and Youth.

Office of Education (DHEW), Washington, D. C.

EDRS mf, hc

Descriptors: exceptional child education; inservice teacher education; institutes (training programs); teaching guides; instructional materials; mentally handicapped; trainable mentally handicapped; multiply handicapped; deaf blind; teacher education; workshops; teacher methods; sequential learning; behavioral objectives; behavior change; operant conditioning; reinforcement; leadership; resource guides; severely handicapped

Presented in the first of a two volume series are four workshop training kits for development of teacher skills to be used with severely handicapped children and six workshop experience kits for training personnel to instruct inservice teachers. Directions are given for use of the kits, media, and a series of kits for evaluating, planning, or delivering information. The first section of each kit (for the leader) contains an overview of the activity, objectives, teacher prerequisites, time required, materials needed, step-by-step procedures, a discussion guide, and an evaluation form. The second part of each kit (for the trainee) contains materials for the activity, worksheets, a content evaluation form, a workshop evaluation form, and supplementary information on handicaps. Presented in the six kits are the following activities to be used with children with specific handicaps: a task analysis game for sequential teaching of trainable mentally retarded (TMR) and deaf blind (DB) children; an activity for specifying behaviors of multiply handicapped and TMR children; three demonstration reinforcement mystery games for teachers of DB or autistic children; and

an activity involving charting behaviors of TMR, autistic, and DB children. Approximately 165 selected bibliographical references on behavior modification with low functioning children are listed as to source and price. The six kits for inservice teacher trainers provide the following activities: planning with teachers (through role playing), creating discussion tapes, practicing leadership skills, structuring scripts, evaluating workshop materials, and analyzing demonstrated behaviors of a workshop leader. (For volume 2, see EC 060 650.) (MC)

ABSTRACT 715

EC 06 0715 ED 085933
Publ. Date Dec 72 170p.
Jackson, John S., Ed.; Devore, R. William, Ed.
Proceedings, 1972 Carnahan Conference on Electronic Prosthetics.
Kentucky Univ., Lexington. Carnahan House
EDRS mf, hc
ORES Publications, College of Engineering, University of Kentucky, Lexington, Kentucky 40506 (\$20.00)

Descriptors: exceptional child research; prostheses; sensory aids; electromechanical aids; mobility aids; handicapped children; conference reports; severely handicapped

Presented are 28 papers given at a 1972 conference on electronic prosthetics for the handicapped. Among the papers are the following titles: 'Therapy for Cerebral Palsy Employing Artificial Sense Organs for Alternatives to Proprioceptive Feedback', 'Excessive Neuromuscular Time Delay as a Possible Cause of Poor Hand-Eye Coordination and Hyperactivity', 'The Electric Pencil--A Device for Training in Fine Motor Skills', 'The Tufts Interactive Communicator', 'A Communications Prosthesis for the Quadriplegic', 'Apparatus Actuating and Call System for Incapacitated Patients', 'Magnetically Coupled Stimulation of the Ossicular Chain in Kangaroo Rat and Man', 'Mechanical Speech Recognition for the Paralyzed or Profoundly Deaf', 'Toward Optimum Synthetic Speech for the Deaf', 'Transportation for the Severely Disabled--Design Problems in a Personal Car', 'A Digital Pitch-Sensitive Controller for an Electric Wheelchair', 'A Reclining Wheelchair that Provides Weight Shifting Mobility for the Quadriplegic', 'A Survey of Electric Wheelchair Power Supplies', 'A Voice Controlled Telephone for the Motion Handicapped', 'A Self-Timing Index Tone Generator', 'An Automated Reading Service for the Blind', 'An On-Line System for Immediate Braille Presentation of Computer Stored Information to the Blind', 'Toward Improving the Optacon', 'Mobile Platform for the Paraplegic', 'Evaluation of the Ultrasonic Einaural Sensor in Rehabilitation and Mobility of the Blind', 'The Heugel Quill--A New Tactile Development for the Blind', and 'Optical Analog Biofeedback Control and Learning Devices'. (DB)

ABSTRACT 719

EC 06 0719 ED N.A.
Publ. Date Win 74 6p.
Walsh, Sara R.

I'm Me!

Teaching Exceptional Children; V6 N2
P78-83 Win 1974

Descriptors: exceptional child education; multiply handicapped; self concept; teaching methods; rubella; deaf; severely handicapped

Outlined is a 6-week program to develop the self-concept of multihandicapped rubella (all were deaf and many had visual problems) children. The presence of some sight in all the children and knowledge of colors is said to have been the basis for the color coded program. Explained is the procedure by which each child was encouraged to identify with one color. Listed are the sequence for establishing self-identification, activities to promote identification and self concept in the areas of name recognition, fine motor skills, gross motor skills, visual skills, number concepts, and reading readiness. Noted are procedures for phasing out the color cues and language progress of the children. (DB)

ABSTRACT 721

EC 06 0721 ED N.A.
Publ. Date Win 74 4p.
Kennedy, Ann
Language Awareness and the Deaf-Blind Child.
Teaching Exceptional Children; V6 N2
P99-102 Win 1974

Descriptors: exceptional child education; deaf blind; language instruction; psycholinguistics; communication (thought transfer); multiply handicapped; reinforcement

Discussed are ways to foster language awareness in the deaf-blind child. Pointed out are language experiences of the child who is only blind or only deaf. Essentials of a language program for the deaf-blind are given to include developing awareness of communication, motivating the children to participate in communication activities, and consistent behavior by adults to spontaneous communication attempts by the children. Briefly considered are issues in choice of communication mode (word or sign). Structured learning situations designed to stress the function of language through reinforcement procedures are explained and illustrated. The acquisition of language by the deaf-blind child is considered in terms of four language models: language as words, language as word classes, language as utterances, and language as a structural system. It is suggested that telegraphic speech may be appropriate for initial instruction of severely handicapped children. (DB)

ABSTRACT 740

EC 06 0740 ED N.A.
Publ. Date Oct-Nov 7 8p.
Csapo, Marg; Wormeli, Ted
Functional Diagnosis and Educational Treatment of a Deaf-Blind Boy.
EDRS not available
Canadian Teacher of the Deaf; V2 N4
P16-23 Oct-Nov 1973

Descriptors: exceptional child research; multiply handicapped; deaf blind; adolescents; communication skills; fingerspell-

ing; behavior change; operant conditioning; reinforcement

A 15-year-old boy who was profoundly deaf and partially sighted (from rubella) was taught to communicate with others through a reinforcement program during an 8-week period. Three young male teachers wore helmets and padding to ward off attacks (kicking, hairpulling, biting) while ignoring the S's poor behaviors, and rewarded learning behaviors with a touch on the shoulder (the S resented body contact), hand-clapping within eye range, and a piece of candy. Results showed that the intervention had a decelerating effect on recorded inappropriate behaviors and an accelerating effect on frequency of correct answers. The S learned to fingerspell basic requests such as 'Give Karl lunch'. (MC)

ABSTRACT 750

EC 06 0750 ED N.A.
Publ. Date Oct 73 4p.
Smeets, Paul M.; Manfredini, Dianne C.
Skill Centers: A Model Program for Young Severely Retarded Children.

Education and Training of the Mentally Retarded; V8 N3 P124-7 Oct 1973

Descriptors: exceptional child research; trainable mentally handicapped; behavior modification; curriculum; motor development; mentally handicapped; operant conditioning; communication skills; interpersonal competence; daily living skills

A 12-month project for 27 institutionalized, severely retarded children who functioned at the early childhood level involved training teachers in behavior modification methods and employing a skill center curriculum encompassing motor skills, vocabulary, communication, and social behavior. Results showed that on all but one test (vocabulary) the children's performance on the posttest was significantly higher than on the pretest, and that progress in the area of motor development was dramatic. Author/MC

ABSTRACT 832

EC 06 0832 ED N.A.
Publ. Date W 73 7p.
Twardosz, Sandra; Baer, Donald M.
Training Two Severely Retarded Adolescents to Ask Questions.
EDRS not available
Journal of Applied Behavior Analysis; V6 N4 P655-61 W 1973

Descriptors: exceptional child research; mentally handicapped; trainable mentally handicapped; adolescents; training techniques; questioning techniques; models; imitation; positive reinforcement

Two severely retarded boys both 16-years-old were taught to discriminate items they knew how to label (training items) from items they did not know (probe items), to respond appropriately by naming any training items, and to ask a question about any probe items. The boys did not learn to question when appropriate questioning was modelled by the experimenter; however, when they were prompted and rewarded for asking questions about some training items, they then began asking questions about probe items. Both the modelling-and

prompting-reinforcement procedures were introduced in an across-subject, multiple baseline design. (Author)

ABSTRACT 830

EC 06 0839 ED N.A.
Publ. Date W 73 5p.
Saperston, Bruce
The Use of Music in Establishing Communication With an Autistic Mentally Retarded Child.
EDRS not available
Journal of Music Therapy; V10 N4 P184-8 W 1973

Descriptors: exceptional child education; multiply handicapped; emotionally disturbed; autism; mentally handicapped; childhood; music; therapy; communication (thought transfer)

Music was used to establish communication over an 18-month period with an 8-year-old profoundly retarded and autistic boy. The therapist matched certain music patterns to the boy's activity (walking, stomping, rocking, shuffle steps, and hand pounding). At the 20th session the boy showed evidence of understanding that his activities were controlling the music, and consequently increased his activities and frequently smiled. Eye contact was reinforced with a piano pattern and singing of his name. The music therapy appeared to result in increased awareness, eye contact, and vocalizations. (DB)

ABSTRACT 881

EC 06 0881 ED N.A.
Publ. Date Dec 73 6p.
Barrett, Beatrice H.; McCormack, James E., Jr.

Varied-Teacher Tutorials: A Tactic for Generating Credible Skills in Severely Retarded People.
Mental Retardation; V11 N6 P14-9 Dec 1973

Descriptors: exceptional child research; custodial mentally handicapped; tutoring; systems analysis; student volunteers; mentally handicapped; behavior change; operant conditioning; reinforcement; institutionalized (persons)

Research on the behavior of extremely low functioning people led to development of a varied-teacher tutorial system used with 24 male or female custodial mentally handicapped Ss, 9 to 38 years of age. The Ss received training in elementary academic and prevocational skills, during tutorials were given tokens and praise for correct responses, and exchanged tokens after tutorials for items such as a cookie or small toy. A system for coordination of varied-teacher tutorials enabled tutors to have current information on pupils' behavioral status. Results of studies indicated that the system prepared pupils for accepting strangers as teachers from outside the institution, that student volunteers from high schools and colleges responded favorably to the system, that residents could serve as teaching aides, and that staff teachers profited from their broadened scope. (MC)

ABSTRACT 889

EC 06 0889 ED N.A.
Publ. Date Dec 73 3p.
Farrow, Alan
The Farrowgraph Finds a Way.
Special Education; V62 N4 P14-6 Dec 1973

Descriptors: exceptional child education; physically handicapped; electromechanical aids; geography; map skills; cerebral palsy

A device has been developed which allows severely physically handicapped children to draw the maps required for geography study. The need for such a device has been shown by a study which found that only students not severely disabled in the upper limbs were being taught geography. The chin operated device moves a pen either horizontally or vertically by two independent motors and also allows the pen to be lifted from the paper. Early trials of the aid with thalidomide and cerebral palsied children have resulted in minor modifications and evidence that the students find the device easy to operate. The ability to draw maps provided by the aid can help to decrease the gulf between the handicapped and the nonhandicapped. The device is also appropriate for art work and lettering by the handicapped. (DB)

ABSTRACT 1081

EC 06 1081 ED N.A.
Publ. Date Jan 74 5p.
Muccillo, Patricia
A Perceptual Motor Program for Profoundly Retarded Persons.
EDRS not available
Aviso; V5 N1 P5-9 Jan 1974

Descriptors: mobility and socialization skills; exceptional child education; mentally handicapped; custodial mentally handicapped; perceptual development; motor development; perceptual motor coordination

A perceptual motor program was used to improve the motor skills of profoundly retarded non-ambulatory institutionalized children. Residents were placed in one of three developmental levels: threshold (only able to make some type of response to stimuli), vestibule (able to respond to group situations) and exploratory (potentially able to manipulate in the environment). Activities included sense discrimination experiences such as smelling strong odors and gross motor activities. Large group experiences stimulated social growth and physical rehabilitation. After 8 weeks of the program reevaluation of the children showed distinct gains in physical mobility and socialization skills. (DB)

ABSTRACT 1266

EC 06 1266 ED N.A.
Publ. Date 73 233p.
Myers, Donald G. and Others
The Right-to-Education Child; A Curriculum For the Severely and Profoundly Mentally Retarded.
EDRS not available
Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62717 (\$9.75)

Descriptors: exceptional child education; mentally handicapped; custodial mentally handicapped; curriculum guides; equal education; behavioral objectives; sensory training; self care skills; language development

The curriculum guide is explained to have been prepared to aid Pennsylvania school systems attempting to implement recent court decisions which require the public education of severely and profoundly retarded children, and consists of detailed teaching procedures in basic sensory, motor, self care, and language areas. An introduction describes the right-to-education child, family stresses, and responsibility of the school system. Provided for each curriculum area is a competency checklist and a series of instructional objectives and information on related readiness skills, teaching procedure, task evaluation, and materials and equipment. Examples of instructional objectives are stimulating the child's tactile senses through the use of warm and cold water (sensory development), having the child pull self to a standing position using support (motor development), teaching the child the chewing process (self care development), and having child imitate sounds (language development). Appended are 11 sources of recommended materials and equipment. (DB)

ABSTRACT 1460

EC 06 1460 ED 089 509
Publ. Date 71 370p.
Fourth International Conference on Deaf-Blind Children August 22-27, 1971 at Perkins School for the Blind. Theme of the Conference: Serving Deaf-Blind Children.
International Council of Educators of Blind Youth; Committee of Deaf-Blind Children
EDRS mf, hc

Descriptors: exceptional child education; exceptional child services; deaf-blind; rubella; conference reports; multiply handicapped; language development; teaching methods; personnel; sexuality

Presented are 30 papers given at a 5-day international conference on serving deaf blind children. Additionally provided are the conference agenda, a review of the conference, reports of the nominations and resolutions committees, and a list of conference participants. Among the papers are the following titles: 'Programs for Non-Verbal Children', 'A Program for Pre-Verbal Children', 'Teaching a Mother Tongue to Deaf Blind Children', 'Learning Difficulties and Deaf Blind Children', 'The Teaching of a Manual-Sign as a Diagnostic Tool with Deaf Blind Children', 'Training or Education Learning Patterns of Younger Deaf Blind Children', 'Toward Assessing the Language Level of Older Deaf Blind', 'Social Problems of Deaf Blind Children', 'Temperament of Behavioral Style of Children with Congenital Rubella', 'The Deaf Blind Infant--A Rationale For and an Approach To Early Intervention', 'Earliest Communication with a Deaf Blind Child', 'Parents of Deaf Blind Children--Some Immediate and Continuing Needs', 'Prevention and Treatment

of the Rubella Syndrome', 'Training of Personnel for the Education of Deaf Blind Children', 'Training of Child Care Personnel for Deaf Blind Children', 'Systematic Studies of Stimulus Sensitivity in Deaf Blind Preschool Children', 'Report from the National Center for Deaf Blind Youths and Adults', 'Deaf Blind Children in the Emergent Countries', 'Sexual Problems of Deaf Blind Children', and 'The Expression of Sexual Needs of the Deaf Blind Adolescent as Perceived by Classroom Teachers'. (DB)

ABSTRACT 1452

EC 06 1482 ED 089 514
Publ. Date 73 24p.

Sehler, Arselia B., Ed.

Tips for the Development of Programs for the Homebound and Hospitalized. Third Edition.

Council for Exceptional Children, Ruston, Va. Division of Physically Handicapped, Homebound And Hospitalized. EDRS mf, hc

Arselia B. Sehler, Ph. D., DOPHH Handbook Revision Editor, Michigan Department of Education, Special Education Services, Box 420, Lansing, Michigan 48902 (\$1.25)

Descriptors: exceptional child education; guidelines; homebound; hospitalized children; program development; physically handicapped; multiply handicapped; administrators; teacher role

Listed in the handbook for teachers, administrators, and instructors of teacher education are suggestions for teaching the homebound and hospitalized physically and multiply handicapped children. The purposes of home and hospital teaching are given to include compensation for loss in-school experience and adjustment of instruction according to the student's needs and potential for meeting appropriate performance objectives. Covered are principles for establishing programs, initiation of services, the pupils to be served (such as the severely handicapped or convalescents from major surgery), the teacher-pupil ratio, aspects of long and short term teaching, qualifications and responsibilities of the teacher for the homebound and hospitalized, responsibilities of the regular teacher, responsibilities of the school principal and/or counselor, responsibilities of parents, and accountability and supervision. It is maintained that a student out of the educational mainstream for a significant period will succeed only if his morale is kept high and his educators creatively provide learning opportunities involving instructional aids such as audio visual materials or hobbies. (MC)

ABSTRACT 1562

EC 06 1562 ED N.A.
Publ. Date Apr 74 12p.

Harris, Frederic A. and Others

Electronic Sensory Aids as Treatment for Cerebral-Palsied Children. Inapproprioception: Part II.

Physical Therapy; V54 N4 P354-65 Apr 1974

Descriptors: exceptional child education; physically handicapped; cerebral palsy; childhood; adolescents; therapy; theories; kinesthetic perception; space orientation; motor coordination; motor reactions; electromechanical aids; sensory aids; training techniques; reinforcement

Reported is progress in a program that has treated 18 athetoid cerebral palsied children, 7 to 18 years of age, with electronic sensory aids to improve kinesthetic monitoring of head and limbs. Explained is the relationship between the theory of the treatment and inapproprioception, defined as faulty kinesthetic monitoring resulting from defective proprioceptive feedback. Described are the head control device (a helmet with built in sensory aids which emit a clicking when the head is not erect) and the limb position monitor (which involves a potentiometer mounted on a goniometer positioned at the joint axis and a meter on which a dummy arm simulates limb movement). Also described are therapeutic activities using the two devices. It is noted that improvements in postural stability and control of voluntary movements have appeared within a few weeks of treatment. Data is given on cumulative improvements during weekly and monthly periods. (For related information see EC 032 547.) (MC)

ABSTRACT 1578

EC 06 1578 ED N.A.
Publ. Date Feb 74 3p.

Hartley, Norman

Symbols for Diplomats Used for Children.

Special Education in Canada; V48 N2 P5-7 Feb 1974

Descriptors: exceptional child education; physically handicapped; nonverbal communication; sign language; cerebral palsy; Severely Handicapped

Suggested for use by cerebral palsied and other severely handicapped children is a symbol system to provide nonverbal children who can only point with a basic communication format. It is explained that the system was designed by Charles Bliss who intended it to further international understanding and is based on the Chinese approach of taking basic concepts and using them to build up sets of related ideas. It is pointed out that users of sign language can often communicate across language barriers more effectively than users of verbal language systems. (DB)

ABSTRACT 1644

EC 06 1644 ED N.A.
Publ. Date Apr 74 6p.

Tweedie, David

Behavioral Change in a Deaf-Blind Multihandicapped Child.

Volta Review; V76 N4 P213-8 Apr 1974

Descriptors: exceptional child research; deaf blind; behavior change; video tape recordings; research methodology; multiply handicapped; environmental influences; stimulus behavior; task analysis; interpersonal relationship

A video tape showing behavior of a deaf blind child was used to demonstrate behavioral change in unstructured, stimulus, task analysis, and interpersonal orientations over a 4-year period. Results showed improvement in all but the interpersonal situations. The method used in the data collection (included) had implications for illustrating behavioral change in a severely handicapped individual or population, and for evaluating a program or educational procedure. (Author/MC)

ABSTRACT 1782

EC 06 1782 ED N.A.
Publ. Date Feb 74 3p.

Tawney, James W.

An Alternative to Representative Day Care Centers.

Education and Training of the Mentally Retarded; V9 N1 P41-3 Feb 1974

Descriptors: exceptional child education; custodial mentally handicapped; models; intervention; mentally handicapped; trainable mentally handicapped; child care centers; curriculum development; Severely Handicapped

Dr. James Tawney is developing a coordinated research program model and curriculum development project to meet the needs of the severely developmentally retarded. Determining factors of the possible intervention models include the heterogeneity of the severely handicapped population, and the geographical separation of the severely handicapped. Dr. Tawney suggests a set of alternatives for the early to middle childhood period which include increasing the ratio of adults to children, placing the severely handicapped child in existing regular or special education classes, and developing completely automated learning environments. (DB)

ABSTRACT 1858

EC 06 1858 ED N.A.
Publ. Date 74 173p.

Bauer, Hafna

Learning to Be. The Psychoeducational Management of Severely Dysfunctional Children.

Special Child Publications, Bernie Straub Publishing Company, Inc., 4535 Union Bay Place, N.E., Seattle, Washington 98105 (\$4.20).

Descriptors: exceptional child education; mentally handicapped; custodial mentally handicapped; trainable mentally handicapped; intervention; models; public schools; educational needs; educational philosophy; delivery systems; environmental influences; case studies (education); therapy; psychoeducational processes; curriculum; educational methods; Severely Handicapped

Described is a model of intervention strategies for use with severely dysfunctional children in the public school. The first two chapters on 'The Framework' and 'System Properties' focus on the conceptual bases of the model. Identified are basic theoretical assumptions such as that the individual is constantly communicating with his environment. Noted are

the need for three types of support systems: psychoeducational, biomedical, and sociocultural, all coordinated by a child advocate. Properties of the environmental system are seen to include the community as a network of care, the three support systems, and the advocate or case administrator. Described in chapters 3 and 4 on 'Program Components' and 'The Special Contributions of Educational Therapy as Therapy' are examples of practices that have been found useful with the severely dysfunctional. Program components specifically concerned with the habilitation of severely dysfunctional children are seen to fall into the categories of personnel (such as parents and educational therapists), administration (such as budget factors), staff support services, and resource management. Considered in the long chapter on educational therapy are information processing in the severely handicapped, behavior modification, ego synthesis as a psychoeducational process, therapeutic curriculum and curricular therapy, the socioemotional dimension, and the development of awareness and responsiveness. Provided in chapter 5 are case illustrations showing progress of severely handicapped children given the recommended psychoeducational therapy such as John who at age 3 was about to be placed in a hospital for the profoundly retarded but at age 11 was performing adequately in a class for educable mentally retarded pupils. The final chapter is a position statement regarding services for severely dysfunctional children which stresses delivery system factors, task factors, and philosophical factors. Appended are a chart showing the annual cost of school-based management of dysfunctional children, an annotated bibliography of 48 items, an annotated listing of 26 films, and suggestions for educational materials. (DB)

ABSTRACT 2181

EC 06 2181 ED N.A.
Publ. Date Sum 74 2p.
Silver, Ruth
Auditory Training for the Multiply Handicapped Visually Impaired Child.
DVH Newsletter; V19 N1 P12, 15 Sum 1974

Descriptors: exceptional child education; multiply handicapped; visually handicapped; auditory training; teaching guides; class activities; aural stimuli; discrimination learning

Outlined are auditory training suggestions for multiply handicapped, visually impaired children who do not respond appropriately to sound. Teaching suggestions have been designed for classroom implementation and utilize sounds made by toys, environmental sounds, and speech. The activities are intended to teach awareness, localization, and discriminations of sounds. For example, teachers are instructed to use sound toys in a meaningful way to signal class activities and to play a version of hide and seek involving sound localization. (GW)

ABSTRACT 2202

EC 06 2202 ED 093 113
Publ. Date Jun 74 70p.
Geddes, Dolores
Physical and Recreational Programing for Severely and Profoundly Mentally Retarded Individuals.
American Association for Health, Physical Education, and Recreation, Washington, D. C. Information and Research Utilization Center in Physical Education and Recreation for the Handicapped.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

OEG-0-72-5454-233563
EDRS mf, hc

Descriptors: exceptional child education; custodial mentally handicapped; physical education; resource guides; program development; mentally handicapped; recreation; educational needs; individual activities; annotated bibliographies; Severely Handicapped

The guide presents information on programming physical and recreational activities for severely and profoundly mentally retarded individuals of all ages who are in public and private treatment and direct care facilities, continuum care settings, and community programs. An introductory article stresses the need for physical activity by the severely handicapped, lists program goals, and offers general and specific suggestions for physical activities. Part 1 gives examples of behaviors to be developed with suggested activities for areas such as optimum arousal levels, discrimination of sensory stimuli, efficient motor perceptual skills, increased independence, and mature social interaction. Part 2, an annotated list of references, consists of the following components: general information and educational/training programs (33 items), educational/training programs which describe physical or recreational activities (21 items), physical and recreational activity programs (84 items), equipment (14 items), and evaluation (19 items). Listed in Part 3 are 11 resource information contacts. Part 4 lists 12 audiovisual aids with descriptive information and sources. Described in the last section are 10 examples of on-going program approaches. (DB)

ABSTRACT 2320

EC 06 2320 ED N.A.
Publ. Date Sum 74 2p.
Latsch, Lois
A Background on the Various Physical Therapy Approaches Used in the Treatment of Cerebral Palsy.
Bureau Memorandum; V16 N4 P2-3 Sum 1974

Descriptors: exceptional child education; cerebral palsy; physical therapy; theories; physical activities; physically handicapped

The theory and exercise methods of four physical therapies for cerebral palsied children are briefly described. The following therapies are considered: that of Dr. Temple Fay who assessed motor

development beginning with the prone position and then correlated human movements with those seen in lower animal species; that of G. Doman and C. Delacato whose patterning theory is based on the principle that failure to pass properly through a certain sequence of developmental stages reflects poor neurological organization; that of Margaret Rood who developed stimulation techniques based on neurophysiological and child development principles; and that of Karel and Berta Bobath who base their treatment on the many normal interactions of various postural reactions and reflexes to try to achieve as normal a movement pattern as possible. (GW)

ABSTRACT 2383

EC 06 2383 ED N.A.
Publ. Date May/Jun 74 3p.
Cole, Hap
A Little Extra.
Challenge; V9 N4 P1, 4-5 May/Jun 1974

Descriptors: exceptional child education; multiply handicapped; mentally handicapped; physically handicapped; instructional materials; perceptual development; motor development; language development; memory; Severely Handicapped

Described is the form perception board, a learning tool for use with severely handicapped children. It is explained that the board consists of basic geometric shapes in different colors and lights and a bell which reinforce correct responses. Included are photographs and text which demonstrate how the form perception board can be used to stimulate tactile, visual and auditory perception; fine and gross motor responses; language development; and memory sequencing. (LH)

ABSTRACT 2384

EC 06 2384 ED N.A.
Publ. Date May/Jun 2p.
Patel, Hasu S.
Physical Developmental Therapy Technique for Severely Multiply Handicapped Children.
Challenge; V9 N4 P6-7 May/Jun 1974

Descriptors: exceptional child services; multiply handicapped; mentally handicapped; physically handicapped; early childhood; physical therapy; teaching methods; Severely Handicapped

Described is a physical developmental therapy technique used with severely multiply handicapped children, CA 3 to 6 years and younger. Included are objectives such as teaching head control and independent sitting skills and methods such as using an inner tube to help true child progress toward increased muscular control. (LH)

ABSTRACT 2482

EC 06 2462 ED 094 518
Publ. Date 74 18p.
Umez, Hachizo
Formation of Verbal Behavior of Deaf-Blind Children.
EDRS mf, hc

Descriptors: exceptional child education; deaf blind; verbal communication; training techniques; psycholinguistics; multiply handicapped; case studies (education); task analysis; sequential learning; braille; foreign countries; Japan

The monograph describes the development of verbal behavior over a 20 year period in two deaf Japanese children (5- and 7-years-old when first contacted by the author) with whom previous training attempts had failed. It is noted that prior training methods which had succeeded with Laura Bridgman and Helen Keller failed with these two children. A detailed analysis of the problem is given which results in differentiating between aboriginal signs (purely instinctual) and constructive signs (the conscious forming of particular communicative patterns) subdividing constructive signs into symbolic signs and patterns, discriminative signs and further subdividing pattern into discriminative signs, gestalt-qualitative signs and synthetic signs (the ordering of phonemes or alphabetical units). It is explained that the analysis led to the establishment of the following training program policies: the acquisition of the synthetic sign system as the primary goal and Japanese Braille as the first synthetic sign system to be learned. Explained is the use of the matching technique as the primary training method with rewards given for successful performance. A chart details the training steps leading to the acquisition of braille from steps in learning to match on the basis of shape to steps in learning to match objects with their names in Braille. Also detailed are steps in the acquisition of the vibration method of producing vocal signs from controlling lip formation to integrating lip formation, breathing, and throat tension. Stressed is the role of a synthetic sign system in the organization of behavior for the deaf blind. (DB)

ABSTRACT 2473

EC 06 2473 ED 094 529
Publ. Date 24 May 74 17p.
Pamphlet Library.
Boston Center for Blind Children, Massachusetts.
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; blind; annotated bibliography; class activities; visually handicapped; playground activities; physical activities; parents; conference reports; social services; community services; instructional materials

The Boston Center for Blind Children has prepared an annotated bibliography of pamphlets intended to be useful to persons working with multiply handicapped, visually impaired individuals. The pamphlets are organized under the following categories (number of entries in each category is listed in parentheses): bibliographies (4), epilepsy (4), facts about blindness (6), general literature on blindness (9), guides and activities for the handicapped (22), parents (8), selected reports and papers (5), services for the blind and handicapped (3), and special materials (5). Addresses of the distributors are provided. (GW)

ABSTRACT 2529

EC 06 2529 ED N.A.
Publ. Date Sep 74 2p.
Maron, Sheldon S.; Scholl, Geraldine T.
Use of Dimension Highlighting Procedures With Multiply Impaired Blind Adolescents.
Exceptional Children; V41 N1 P50-1 Sep 1974

Descriptors: exceptional child research; visually handicapped; mentally handicapped; tactual perception; training techniques; multiply handicapped; adolescents; tactile adaptation; discrimination learning; evaluation

Thirty visually and mentally handicapped adolescents were trained using dimension highlighting procedures (which make certain features of stimuli more perceptually prominent) to determine whether such procedures would facilitate tactile discrimination. Ss who were exposed to techniques of perceptual isolation and functional matching outperformed control Ss who received only an equivalent time exposure to the stimulus materials in all measures of tactile discrimination. (Author/LC)

ABSTRACT 2777

EC 06 2777 ED 095 677
Publ. Date 72 36p.
Watson, Hazel A.
Team Teaching and Its Implications for Mentally Retarded Children.
Marion County Association for Retarded Children, Indianapolis, Ind.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; team teaching; program descriptions; educational methods; trainable mentally handicapped; childhood; program evaluation; grouping (instructional purposes); special schools

Discussed is the history, organization, and value of team teaching with retarded children; and provided is a program description of team teaching during 1969 at one center which involved 22 children from 6 to 12 years of age. Team teaching is seen to provide for varying student needs by teachers of varying abilities. Definitions of team teaching and related terms such as multiage grouping are given. Economic advantages are said to have been an early impetus to team teaching efforts with the inaugural program occurring in 1957 at a Massachusetts school. Team organization is considered in terms of the value of both flexibility and structure, the need for initial planning sessions, the need for suitable facilities and equipment, and the involvement of ancillary staff and consultants. Advantages of team teaching with retarded children are thought to include individualized instruction and flexible grouping. Two case studies are given to illustrate the positive effects of team teaching on a 13-year-old girl and a 10-year-old boy, both severely retarded and withdrawn. Reported are results of the program evaluation at Nobel Center in Indiana which included completely meeting objectives such as forming smaller groupings for more effective teaching and not meeting objectives such as maintaining continuing assessment of

the curriculum program. Also listed are the measurable goals for each of the five pupil groups in areas such as appropriate behavior, the criteria for grouping, a sample program day, and teacher opinions of the program. (DB)

ABSTRACT 2779

EC 06 2779 ED 095 679
Publ. Date 72 72p.
Mathison, Katy, Ed.
Curriculum for Severely Physically and Mentally Handicapped Children.
Noble I.

Marion County Association for Retarded Children, Indianapolis, Ind.

EDRS mf,hc

This Document Contains 36 Pages Each Requiring 2 Microfiche Frames.

Descriptors: exceptional child education; mentally handicapped; physically handicapped; cerebral palsy; curriculum guides; multiply handicapped; special schools; motor development; self care skills; daily living skills; communication skills; interpersonal competence; Severely Handicapped

The curriculum guide for severely physically and mentally handicapped children includes activities to develop motor skills, self help skills, communication skills, academic and preacademic skills, and social skills. It is explained that the curriculum is being used at a school for retarded children in Indianapolis at which 80% of the clients have cerebral palsy. Curriculum content is organized into basic skills and subskills, suggested activities to develop each skill, suggested equipment, and resources (which are coded to a bibliography at the end of the guide). Also included are suggested daily and weekly schedules. Sample skills focused on by the curriculum are jumping (motor), dressing (self help), recognizing printed names (academic), and eating correctly (social skills). (DB)

ABSTRACT 2965

EC 06 2965 ED 096 790
Publ. Date Aug 73 230p.
Davis, Elizabeth A., Ed.
Curriculum Activities Guide for Severely Retarded Deaf Students.

Marion County Association for Retarded Children, Indianapolis, Ind.

EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; aurally handicapped; curriculum guides; multiply handicapped; class activities; communication skills; number concepts; color planning; vocabulary; art; creative expression; Severely Handicapped

The curriculum activities guide for severely retarded deaf children describes activities appropriate for preschool and primary students (7 to 11 years old), for intermediate and vocational students (12 to 24 years old), or for both. Activities which incorporate the method of total communication, are focused on communications skills, fingerspelling, numbers, colors, basic vocabulary, and art skills. For each activity, the author describes

its purpose, provides directions, and lists necessary materials. Suggested are such activities as balloon play, color matching, dressing the stick figure, name recognition, a nature walk, learning phone numbers and addresses, and making Christmas books, paper weights, and straw paintings. (GW)

ABSTRACT 297

EC 07 0297 ED 098 738
Publ. Date Apr 74 24p.
Tawney, James W.; Schedgick, Robert
Operant Technology Applied to the Development of Teaching Environments for Children with Severe Developmental Retardation.
Kentucky Univ., Lexington.
EDRS mf,hc

Descriptors: exceptional child education; custodial mentally handicapped; programed instruction; educational technology; operant conditioning; mentally handicapped; teaching methods; classroom arrangement; curriculum development; sequential learning; program descriptions; task performance; Severely Handicapped;

In a paper given at the Mexican Congress of Behavior Analysis (April, 1974), the authors describe an electronically programed learning environment for early education of children with severe developmental retardation which is designed to demonstrate that such children can learn when instructional variables are clearly specified and controlled. Discussed are behavioral characteristics of severely retarded children (such as little or no vocal behavior); the layout of a programed environment classroom; the design of an automated curriculum (conceived as a common set of sequential and increasingly more complex tasks that become learner specific when performance data direct the programmer to initiate an appropriate program revision strategy); the general training sequence (involving tasks such as group and pull motions); the performance of a 9-year-old child on a two-choice visual discrimination task, and the functions of the point-touch-press response in other non-automated teacher activities and environments. Appended are diagrams of the programed environment project's learning environment, and automated control system and of the general training sequence for the automated curriculum. (LS)

ABSTRACT 565

EC 07 0565 ED N.A.
Publ. Date 46p.
Beter, Thais; Craigin, Wesley
Northwest Louisiana State School Perceptual-Motor Behavior Scale.
Thais Beter, Northwest Louisiana State School, 3401 Shed Road, Bossier City, Louisiana 71010.

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; behavior rating scales; perceptual motor coordination; perceptual development; reactive behavior; motor development; psychomotor skills;

Presented is a scale for assessing the perceptual-motor functioning of severely and profoundly retarded children from birth through approximately 11 years of age. In a section on reflex testing of individuals with neurological disorders, suggestions are given for stimulating muscular responses at the spinal, brain stem, midbrain, cortical, and automatic movement levels. Contained in a perceptual behavior scale are procedures for assessing ability in such areas as manipulation of the environment, tactile discrimination, and visual and auditory efficiency. Among motor behavior test items are crawling and standing (to indicate level of basic motor development) and copying a diamond (to indicate fine motor ability). Also provided is a developmental scale which lists motor, perceptual motor, and sensory motor behavior at various sequential levels. Included is a form for use with the perceptual motor behavior scale. (LH)

ABSTRACT 878

EC 07 0878 ED 100 100
Publ. Date Aug 73 399p.
Brown, Lou and Others
The Design and Implementation of an Empirically Based Instructional Program for Young Severely Handicapped Students: Toward the Rejection of the Exclusion Principle; Part III.
Madison Public Schools, Wis. Dept. of Specialized Educational Services
Office of Education (DHEW), Washington, D. C.
Wisconsin State Dept. of Public Instruction, Madison. Bureau for Handicapped Children.
EDRS mf,hc
For Related Yearly Program Reports See EC 070 876, EC 070 877 and EC 070 879.

Descriptors: severely handicapped; teaching methods; language instruction; reading; mathematics; exceptional child education; exceptional child research; public schools; behavioral objectives; student evaluation;

Reported are 15 classroom programs which were conducted (1972-73) with 14 students as part of a Madison, Wisconsin project to develop a public school instructional program for severely handicapped children. Ss are described as children who would usually be labelled custodial, autistic, or pretrainable and who would be excluded from involvement in most public school systems. Use in the program of highly structured applied behavioral analysis orientation is stressed. Included are four basic language skill programs used to teach direction following, location concept, receptive language and expressive language. Four reading skill programs reported consist of initial sight word, color, basic alphabet, and chart story programs. Math skill programs are reported for three areas: number discrimination and labeling, basic counting and quantity concepts, and rudimentary math concepts. Adjunctive programs and papers include a pre-writing program, a shape discrimination and labeling program, a

paper on behavior management problems, and a description of the curriculum used with the only blind S. Appended are characteristics of individual Ss (taken from folders, teacher-observations, and parent interviews), class schedules and room arrangement charts, and forms used to evaluate students. (LS)

ABSTRACT 1341

EC 07 1341 ED N.A.
Publ. Date Win 74 7p.
Silver, Ruth
Responding to Sound Through Toys, the Environment, and Speech.
Teaching Exceptional Children, V7 N2
P38-44 Win 1975

Descriptors: exceptional child education; multiply handicapped; visually handicapped; auditory training; teaching methods; class activities; listening skills; attention span; listening comprehension; Speech Discrimination;

Presented are examples of auditory training procedures using toys, environmental sounds and speech with visually impaired, multiply handicapped children. Toy activities are suggested for teaching awareness, detection of object presence and absence, localization and discrimination. The use of environmental sounds (planned or incidental) is also described. Procedures for training speech reception include appropriate selection and presentation of words and short sentences and by reinforcement of the child's attention to his own vocalization. (CL)

ABSTRACT 1409

EC 07 1409 ED N.A.
Publ. Date Feb 75 8p.
Norton, Yvonne
Neurodevelopment and Sensory Integration for the Profoundly Retarded Multiply Handicapped Child.
American Journal of Occupational Therapy; V29 N2 P93-100 Feb 75

Descriptors: exceptional child research; multiply handicapped; mentally handicapped; custodial mentally handicapped; early childhood; occupational therapy; parent education; stimulation; theories; neurological defects; cognitive development; motor development; intervention; sensory integration; parent role;

For 9 months, three profoundly retarded multiply handicapped 3- and 4-year-old children received mother-administered, clinic-supervised treatment in neurodevelopmental sensory integration. Treatment sessions included positioning, arousal stimulation, and vestibular and tactile input. Monthly evaluations indicated an increased level of postural development, greater frequency of eye contact, and evidences of early cognitive functioning in the Ss, suggesting that a neurodevelopmental sensory integration approach can affect the central nervous system's maturation level in multiply handicapped retarded children. (CL)

ABSTRACT 1426

EC 07 1426 ED N.A.
Publ. Date 75 81p.
Adams, Jane L.

An Education Curriculum for the Moderately, Severely and Profoundly Mentally Handicapped Pupil.

Charles C. Thomas, 301 East Lawrence Avenue, Springfield, Illinois 62717 (\$5.95 Cloth, \$3.50 Paper)

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; multiply handicapped; severely handicapped; class activities; curriculum; behavioral objectives; child development; lesson plans; language instruction; operant conditioning;

Described are sequential developmental levels of curriculum instruction in the areas of self help, cognitive, physical-motoric, communication and socialization skills for moderately, severely and profoundly retarded children. The curriculum is based on the educational model of Area Residential Care, Inc. in Iowa. Discussed in chapters about each of the four developmental levels: classrooms (designated as self help skills, pre-academic, academic I and academic II) are a narration about the population, classroom behavioral objectives, disabilities and supplementary programs, a sample lesson plan and classroom procedures. Two final chapters emphasize the importance of classroom language activities coordinated with speech therapy (including 11 activity examples) and review principles of behavior modification. (CL)

ABSTRACT 1666

EC 07 1666 ED N. A.
Publ. Date Feb 75 2p.

Topper, Sue T.
Gesture Language for a Non-Verbal Severely Retarded Male.
Mental Retardation; V13 N1 P30-1 Feb 1975

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; severely handicapped; adults; language instruction; sign language; nonverbal communication;

A profoundly retarded nonverbal 28-year old institutionalized male learned a 50-word gesture vocabulary through imitation and shaping procedures. (CL)

ABSTRACT 1668

EC 07 1668 ED N. A.
Publ. Date Feb 75 4p.

Vanderheiden, Debrah Harris and Others
Symbol Communication for the Mentally Handicapped.
Mental Retardation; V13 N1 P34-7 Feb 1975

Descriptors: exceptional child education; severely handicapped; mentally handicapped; custodial mentally handicapped; cerebral palsy; adolescents; language instruction; nonverbal communication; case studies; Bliss Symbols;

Provided are case studies of five severely retarded cerebral palsied children 11-to 16-years-old who learned respondent and limited expressive communication with Bliss symbols (idio- and pictographic symbols). Teaching procedures are said to include modeling of pointing responses to the symbol paired with verbaliza-

tion of the symbol concept, prompting of pointing responses and use of symbols for respondent communication. (CL)

ABSTRACT 1757

EC 07 1757 ED N. A.
Publ. Date Feb 75 2p.
Gestures Help the Retarded.
Dialogue; V6 N3 Pt.4 Feb 75

Descriptors: exceptional child education; severely handicapped; mentally handicapped; custodial mentally handicapped; sign language; manual communication; parent education; language instruction;

As a result of a gestural language training program, profoundly retarded severely handicapped students have learned to communicate and some nonverbal persons have begun to develop speech. The federally funded program has also trained staff and parents to use sign language. (CL)

ABSTRACT 2457

EC 07 2457 ED 107013
Publ. Date Jul 74 519p.

Haring, Norris G.
A Program Project for the Investigation and Application of Procedures of Analysis and Modification of Behavior of Handicapped Children. Annual Report.
Washington Univ., Seattle. Child Development and Mental Retardation Center. National Inst. of Education (DHEW), Washington, D. C.
EDRS mf:hc

Descriptors: handicapped children; severely handicapped; curriculum development; task analysis; daily living skills; exceptional child education; regular class placement; special classes; teaching methods; administration; student evaluation; annual reports; Program Project Analysis and Modification Behavior Handicapped;

Presented is the annual (1974) report of a project for the investigation and application of behavior analysis and modification with handicapped children. It is explained the Program Project is designed to assist teachers in the following areas: curriculum for mildly/moderately handicapped children being served in regular classes and for severely handicapped children in special classes, appropriate instructional procedures, instructional materials, and program packages for children with a wide range of handicapping conditions, and measurement and assessment procedures. Major sections are given to the work of three teams -- a team concerned primarily with developing a curriculum for use with handicapped children who are in regular classrooms, a team focusing on curriculum for children with moderate to severe handicaps, and a team to develop detailed task analyses for various basic skills and specific instructional programs for various basic skills. Seven papers are included to describe the work of Team I on curriculum research including topics such as placing the child in the right reader, the improvement of oral reading and comprehension, and the effects of reinforcement contingencies on computational arithmetic performance. Considered is the work of

Team II in the areas of measurement, administrative management decision system, intake-return follow-up, establishing criteria performance levels, and instructional procedures. Included for Team III is information on the prototypic model and programs such as making change, telling time, fastening clothes and shoe tying. (DB)

ABSTRACT 2520

EC 07 2520 ED 107033
Publ. Date Sum 72 142p.

Stephens, Beth, Ed.; And Others
Training the Difficult Retardate.
Temple Univ., Philadelphia, Pa. Dept. of Special Education.
Philadelphia Public Schools, Pa.
EDRS mf:hc
Proceedings of A Workshop Conducted By Department of Special Education, Temple Univ., (Philadelphia, Pennsylvania, Summer 1972)

Descriptors: severely handicapped; mentally handicapped; workshops; behavioral objectives; teaching methods; exceptional child education; custodial mentally handicapped; cognitive development; language development; motor development; self care skills; social development; operant conditioning; program descriptions; equal education; student evaluation; Informal Assessment;

Described is a 1972 workshop designed to train Pennsylvania personnel in assessing and programming for low functioning or difficult retardates. State legislation dealing with education of the retarded is reviewed. Considered are assessment techniques in the following areas: motor, communication, cognitive, and social-emotional development and maladaptive behavior. Profiling an individual's development and establishing behavioral objectives for motor, self help, communication, language, cognitive, and social-emotional skills are discussed, and techniques of behavior modification, parent training, and programming for the blind, deaf and multiply handicapped retarded are examined. Explored is the role of supportive personnel in programming for the low functioning child. The Mansfield Training program for the severely and profoundly retarded is described, and evaluations of the workshop and training model are summarized. Also included are listings of approximately 100 references, workshop materials (including texts, films, and handouts), materials available from United Cerebral Palsy Associations, and workshop participants. (CL)

ABSTRACT 2540

EC 07 2540 ED N. A.
Publ. Date Apr 75 4p.
McGlinchey, Maureen A.; Mitala, Ronald F.

Using Environmental Design to Teach Ward Layout to Severely and Profoundly Retarded Blind Persons: A Proposal.

New Outlook for the Blind; V69 N4 P168-71 Apr 1975

Descriptors: blind; self care skills; visually handicapped mobility; tactile adaptation; environmental influences, excep-

tional child education; visually handicapped; mentally handicapped; custodial mentally handicapped; adults;

A team of behavior modification specialists observed the self care behavior of 30 severely and profoundly retarded blind men (22-to 51-years-old) in a state institution prior to implementing training programs in basic self-care skills. They found that the residents' blindness greatly inhibited independence in such skills as toileting, bathing, and dressing. Measures taken indicated that residents also had an extremely low incidence of independent movement and social interaction. A simple, inexpensive environmental design system utilizing tactile wall and floor cues was proposed to decrease fear of the environment and to promote independent mobility and social interaction among residents. (Author/LH)

ABSTRACT 2626

EC 07 2626 ED N. A.
Publ. Date Mar 75 2p.
Nicol, Edna; Woods, Elizabeth
Introducing the Charlton Tutor.
Special Education/Forward Trends; V2
N1 P13-4 Mar 1975

Descriptors: exceptional child education; severely handicapped; physically handicapped; electromechanical aids; teacher developed materials; basic reading; teaching methods; visual perception;

Described is a machine for teaching basic visual discrimination and reading skills to severely physically handicapped children. The machine, relatively inexpensive to build, is said to provide for self corrected learning with only minimal movement control. (CL)

ABSTRACT 2758

EC 07 2758 ED N. A.
Publ. Date Spr 75 3p.
Fuller, Renee; And Others
Reading as Therapy in Patients with Severe IQ Deficits.
Journal of Clinical Child Psychology; V4
N1 P17-9 Spr 75

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; institutionalized (persons); remedial reading; therapy; behavior change; cognitive development; instructional materials; verbal ability; interpersonal competence; Ball Stick Bird Reading System;

Assessed were the cognitive and behavioral effects of using the 'Ball-Stick-Bird' reading system, which employs action-oriented space odysseys to teach comprehension and vocabulary skills, with 26 institutionalized retardates (11-to 48-years-old) who had severe IQ deficits. Reading and IQ tests were administered, films of Ss were taken before and after reading intervention, and behavioral changes were observed and recorded by hospital staff members. Results included findings of interrelated improvement in Ss' verbal abilities, self image, interpersonal relationships, and work attitudes, suggesting that low IQ need not prevent successful therapeutic or academic intervention. (LH)

ABSTRACT 3006

EC 07 3006 ED N. A.
Publ. Date Apr 75 8p.
Kramer, Lynne Rosenfeld, Jill
Speech Communication Techniques with the Adult Deaf-Blind
Journal of Rehabilitation of the Deaf ;
V8 N4 P27-34 Apr 75

Descriptors: exceptional child education; multiply handicapped; deaf blind; adults; communication skills; speech skills; teaching methods; case studies;

Four case studies illustrate approaches used at the National Center for Deaf-Blind Youths and Adults to improve communication skills of adult clients. The clients discussed include a socially mature 30-year-old man who could express himself well through sign language but minimally in the hearing world, and a 45-year-old man with knowledge of fingerspelling, Braille, and intelligible speech but no understanding of the concepts behind words. Techniques reported include use of print-on; alm, the Optacon, and a Tactile Speech Indicator. (LS)

ABSTRACT 3045

EC 07 3045 ED N. A.
Publ. Date Apr 75 14p.
Williams, Wes; And Others
Basic Components of Instructional Programs.
Theory Into Practice ; V14 N2 P123-36
Apr 75

Descriptors: exceptional child education; severely handicapped; teaching methods; teacher characteristics; task analysis; measurement; instructional materials; transfer of training; effective teaching;

Described are eight basic components of instructional programs for severely handicapped students. Analyzed are the following aspects which must be considered and implemented in order to teach a skill: content (using task analysis); rationale (within a developmental longitudinal framework); method; measurement; rate of performance required; nature of materials (including functional use to the student and facilitation of skill maintenance); skill generalization across persons, places, instructional materials, and language cues; and self regulation (performing the task without directions). (CL)

ABSTRACT 3066

EC 07 3066 ED 108414
Publ. Date Feb 75 74p.
Haring, Norris G.
Annotated Bibliography.
University of Washington, Seattle. Child Development And Mental Retardation Center. American Association For the Education of the Severely/Profoundly Handicapped.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf;hc
OEG-0-74-2771

Descriptors: severely handicapped; bibliographies; motor development; physical therapy; cognitive development; self care skills; language development; exceptional child education; abstracts;

teaching methods; operant conditioning; communication skills; hygiene; sensory training; Bobath Method;

The annotated bibliography presents approximately 300 references (1951 - 1973) on the education of severely/profoundly handicapped persons. Citations are grouped alphabetically by author's name within the following categories: characteristics and treatment; gross motor development; sensory and motor development; physical therapy for the cerebral palsied child; neurodevelopmental (Bobath) method; cognitive development; behavior shaping techniques; self care development; toilet training; and prelanguage, language, and communication development. References usually contain author's name, title, source, date, pagination information, and a brief abstract. (For related information, see EC 07 3074.) (CL)

ABSTRACT 3105

EC 07 3105 ED N. A.
Publ. Date Nov 73 8p.
Hagen, Chris; And Others
Nonverbal Communication: An Alternate Mode of Communication for the Child with Severe Cerebral Palsy.
Journal of Speech and Hearing Disorders; V38 N4 P448-455

Descriptors: severely handicapped; nonverbal communication; electromechanical aids; exceptional child research; multiply handicapped; custodial mentally handicapped; cerebral palsy; childhood; hospitalized children;

Investigated was the feasibility of teaching four nonverbal, mentally retarded cerebral-palsied children (10 to 12 years old) a means of communicating using an electromechanical device. The device allowed Ss to communicate wants and needs by activating a sound signal with their most easily controlled muscles. Findings revealed that all Ss easily learned to use the device as a means of signaling distress and the need for attention; that most Ss learned to use it to communicate basic needs; and that the extent to which Ss used the system depended heavily on the attitude of the staff. (Author/LS)

ABSTRACT 3151

EC 07 3151 ED N. A.
Publ. Date Jun 75 2p.
Kopchick, George A., Jr.
A Total Communication Environment in an Institution.
Mental Retardation ; V13 N3 P22-23

Descriptors: severely handicapped; program effectiveness; manual communication; exceptional child education; aurally handicapped; mentally handicapped; adults; institutionalized (persons); Total Communication (Deaf);

Eleven deaf retarded institutionalized adults demonstrated significant language improvement at the conclusion of a 6 month total communication program in which child care aids were trained to use sign language and to reward Ss' communication attempts. (CL)

ABSTRACT 3252

EC 07 3252 ED 112530
 Publ. Date 75 240p.
 Dustin, Josephine; And Others
Training Procedure Manual for the Mentally Retarded.
 Fairview Hospital and Training Center,
 Salem, Oregon.
 EDRS mf:hc

Descriptors: custodial mentally handicapped; hygiene; self care skills; daily living skills; eating habits; exceptional child education; mentally handicapped; institutionalized (persons); curriculum guide; motor development;

Presented is a training procedure manual for institutionalized moderately, severely, and profoundly retarded persons. Teaching activities are suggested for the following skill areas: motor development and awareness (including sensory stimulation, mat skills, music, and basic rhythm); toileting; eating skills (such as straw sipping and table manners); dressing; hygiene (including handwashing and shaving); grooming; clothing care; home-making skills (such as dusting and simple cooking); scholastic skills (including color concepts and simple budgeting); and survival, travel, and social skills. Within each area, tasks are broken down into sequential steps and appropriate cue words are provided for the trainee. The manual also includes a training program for adults to learn how to deal with children. (CL)

ABSTRACT 3351

EC 07 3351 ED 109859
 Publ. Date Jun 73 33p.
 Haupt, Edward J.
Teaching Procedures for Neurologically Impaired and Retarded Children.
 Bergen Center for Child Development,
 Englewood, N. J.
 Office of Education (DHEW), Washington, D. C. Regional Research Program.
 EDRS mf:hc
 OEG 2-2 2B806

Descriptors: severely handicapped; nonverbal communication; auditory discrimination; teaching methods; receptive language; exceptional child education; adolescents; case studies;

A 14 year old nonverbal severely handicapped boy received instruction in receptive language based on learning a 'yes-no' indicator response and a variety of basic concepts. The procedures included scaling of preferences for common objects and basic teaching procedures for a 'yes-no' indicator response to the question, 'Do you like this?' Additional procedures were concerned with auditory discrimination and object discrimination. The scaling and 'yes-no' discrimination procedures were successfully performed. The auditory discrimination revealed difficulty in the task analysis, resulting in the elimination of correct unprompted responses. Auditory discrimination was found to be a more basic task than previously indicated. (Appended are three sample activity descriptions, including making a 'yes' and 'no' response.) (Author/CL)

ABSTRACT 3490

EC 07 3490 ED N. A.
 Publ. Date 75 126p.
 Abramo, B.; And Others
Teaching the Retarded Child: Basic Teaching Procedures for Task Performance Objectives for Severely and Profoundly Retarded Children.
 Medical Examination Publishing Company, Inc., 65-36 Fresh Meadow Lane,
 Flushing, NY 11365 (\$8.00)

Descriptors: exceptional child education; mentally handicapped; custodial mentally handicapped; trainable mentally handicapped; task analysis; behavioral objectives; teaching methods; daily living skills; communications;

Presented are task analyses for basic skill instruction with severely and profoundly retarded children. Described are instructional objectives, purposes, training procedures, and additional pertinent data for daily living skills (dressing, self feeding, and hygiene) and for communications skills (imitation, following basic commands, and identification of objects, body parts, opposite language concepts, and functional reading words). The appendix provides sample data sheets for recording appropriate reinforcers, adaptive and maladaptive behaviors, environmental conditions, and training data. (CL)

ABSTRACT 3537

EC 07 3537 ED N. A.
 Publ. Date Fall 75 3p.
 Sexton, David; Robison, Jerry
Water Play for Multihandicapped Children.
 Pointer; V20 N1 P62-64

Descriptors: multiply handicapped; play; teaching methods; exceptional child education; Water Play;

Recommended is the use of water play with multihandicapped children to develop speech and self help skills and concepts such as color and space. (DB)

ABSTRACT 3607

EC 07 3607 ED 112536
 Publ. Date 74 427p.
A Guide to Education and Services for the Multi-Handicapped.
 DeKalb County Board of Education,
 Decatur, Ga.
 EDRS mf:hc

Descriptors: multiply handicapped; curriculum guides; student evaluation; program descriptions; exceptional child education; language development; visual perception; self care skills; class activities; teaching methods; motor development; instructional materials;

Presented is a curriculum guide for children with multiple sensory impairments, and described is the Georgia Center for the Multi-Handicapped. Provided are developmental scales for evaluating receptive and expressive language, auditory skills, visual perception, and motor skills. Pre-primary and primary curricula (covering such areas as self care skills and social maturity) are reviewed. Motor skills and visual perceptual training activities are listed along with curriculum activities for pre-primary and primary levels.

els. Included in the activities description is information on materials and procedures. Excerpts from children's progress records are also provided. Covered in three appendixes are such topics as progress reports and explanations, and learning sequences to assist evaluation. (CL)

ABSTRACT 3621

EC 07 3621 ED N. A.
 Publ. Date 75 195p.
 Johnson, Vicki M.; Werner, Roberta A.
A Step-by-Step Learning Guide for Retarded Infants and Children.
 Syracuse University Press, Box 8, University Station, Syracuse, NY 13210 (\$9.95)

Descriptors: exceptional child education; severely handicapped; mentally handicapped; custodial mentally handicapped; multiply handicapped; infancy; early childhood education; curriculum guides; sensory training; stimulation; social development; motor development; self care skills; language development; perceptual development; imitation; class activities; sequential learning;

Presented is a curriculum designed for severely retarded and multiply handicapped infants and children. It is explained that the items include 240 sequentially ordered objectives and tasks in eight content areas: sensory stimulation (tactile, visual, auditory, and motor tasks), social behavior, imitation (including attention as well as nonverbal and verbal imitation), gross motor skills (such as head and neck control, precrawling and ball skills), self care, language, fine motor skills, and perception (including puzzles and body awareness). Checklists of present abilities, a sample schedule of instruction, and a brief discussion of methods to implement the curriculum are provided. (CL)

ABSTRACT 3858

EC 07 3858 ED N. A.
 Publ. Date Sep 75 9p.
 Snyder, Lee K.; And Others
Language Training for the Severely Retarded: Five Years of Behavior Analysis Research.
 Exceptional Children; V42 N1 P7-15 Sep 1975

Descriptors: custodial mentally handicapped; language research; language instruction; exceptional child research; mentally handicapped; trainable mentally handicapped; research reviews (publications); research needs;

Twenty-three behavior analysis studies of language training with severely retarded individuals which have appeared since 1968 are reviewed and analysed in terms of target behaviors investigated, research methodologies employed, and implications for classroom or clinical practice and for future research. A majority of the studies cited were found to deal exclusively with expressive language, and many of these investigated the generative property of the language under study. All of the studies involved the use of tangible reinforcers, and most used institutionalized subjects more than 8 years old. Implications are drawn which suggest

gest the need for an increased emphasis on antecedent conditions, consideration of a broad range of reinforcement contingencies, specific attention to variables which effect maintenance and generalization, and investigation of younger subjects in noninstitutional settings. (Author)

ABSTRACT 3894

EC 07 3894

ED N. A.

Publ. Date S/Fal75

10p.

Bruno, Barbara

Progressive Relaxation Training for Children: A Guide for Parents and Teachers.

Special Children; V2 N1 P38-46 62 Sum/
Fall 75

Descriptors: exceptional child education; handicapped children; severely handicapped; emotionally disturbed; anxiety; therapy; teacher role; case studies; Relaxation Training;

The second part of the article on relaxation training for children details the procedure's use with a severely disturbed nonverbal 15-year-old boy and with anxious, learning disabled, and epileptic children. Nine steps (including establishing a schedule for relaxation exercises on a fixed interval) are listed for the classroom teacher, and the importance of physical contact with the child in the exercising is emphasized. (For the first part of the article, see EC 07 0317.) (CL)

ASSESSMENT

ABSTRACT 2194

EC 005 129 ED 037 846
Publ. Date 68 94p.
Stevens, Mildred

Observing Children Who are Severely Subnormal: An Approach to Their Education.

EDRS not available
Williams And Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 (\$5.50).

Descriptors: exceptional child education; mentally handicapped; observation; classroom observation techniques; trainable mentally handicapped; evaluation techniques; recordkeeping; educational diagnosis

The text discusses the needs and benefits of observation of severely mentally handicapped children for planning their educational programs. Attention is given to observing and responding, methods of observation, where to observe the young and older child, special situations for observation, individual teaching and observation, and records of observation. Also detailed are the role of the supervisor, and examples and procedures for cumulative record cards. Situations, techniques, and case studies are provided as guides throughout. (JM)

ABSTRACT 757

EC 002 317 ED N.A.
Publ. Date May 67 11p.
Friedlander, Bernard Z. And Others

Automated Psychological Evaluation with Severely Retarded Institutionalized Infants.

Western Reserve University, Cleveland, Ohio, Mental Development Center National Institute Of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
MH-08049; MH-01461

American Journal Of Mental Deficiency; V71 N6 P909-19 May 1967

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; institutionalized (persons); preschool children; multiply handicapped; behavior; attention, discrimination learning; perception; feedback; evaluation methods; task performance; testing; measurement instruments; equipment; perceptual motor learning; PLAYTEST Equipment

To assess the effectiveness of an automated operant behavior play device in examining sensorimotor manifestations of attention, purposefulness, response selectivity, and adaptive behavior in severely retarded infants, two boys (ages 2.5 and 3.5) with mental ages below 10 months were studied. The boys played in a familiar play environment with an automated toy that provided controlled programs of audio-visual feedback; measured responses indicated the child's changing ability to discriminate differences and make adaptations. Manipulation of knobs on the panel of PLAYTEST Model 65-A elicited a single chime or an ascending sustained organ scale. Both subjects were unusual-

ly attentive over relatively long periods of time to the toy, acquired and maintained patterns of selective activity, and successfully adapted this selective activity to changing conditions. Two other subjects made too few responses for analysis. Conclusions were that PLAYTEST procedures offer advantages in evaluating sensorimotor abilities in severely handicapped infants and young children. (JM)

ABSTRACT 2853

EC 006 132 ED N.A.
Publ. Date 70 61p.
Guldager, Virginia

Body Image and the Severely Handicapped Rubella Child. Perkins Publication No. 27.

EDRS not available
Perkins School For The Blind, Watertown, Massachusetts 02172 (\$2.00).

Descriptors: exceptional child education; multiply handicapped; aurally handicapped; visually handicapped; preschool children; rubella; body image; self concept; evaluation techniques; measurement instruments; preschool programs; literature reviews

A scale to determine the level of body image development as manifested by imitation and object concept in multiply handicapped rubella children is presented. Results of evaluation of four children with the scale are outlined. Activities suitable for children functioning at various levels determined by the scale are suggested. Also included is a review of literature dealing with body image and self concept. (MS)

ABSTRACT 3350

EC 003 775 ED N.A.
Publ. Date Mar 68 9p.
Graham, Milton D.

Multiply Impaired Children: An Experimental Severity Rating Scale.

EDRS not available
New Outlook For The Blind; V62 N3 P73-81 Mar 1968

Descriptors: exceptional child research; visually handicapped; multiply handicapped; rating scales; teaching load; educational planning; teacher distribution; Oregon Severity Rating Scale for Multiply-Impaired Children (ORS)

A Severity Rating Scale for multiply handicapped children was devised in the following way: starting with the premise that one average teacher can handle ten normal blind children, it can be stated quantitatively that blindness has a numerical value of six and therefore that one average teacher can handle a teaching load of sixty points. Placing weighted numerical scores on all other impairments and disabilities in terms of severity yields a table which will give individual scores for multiply handicapped children. A modified scale to reduce difference of interpretation by raters includes classifications or tests of functional vision, functional hearing, functional CA vs. academic level of achievement, functional intelligence, functional

emotional abilities, speech problems, cerebral palsy, brain damage, epilepsy, and mobility. The scale was used to estimate the academic loads for two successful residential schools for the blind and the computed need for teachers coincided closely with the actual number of teachers. (LE)

ABSTRACT 1870

EC 03 1879 ED N.A.
Publ. Date Mar 71 7p.
Husted, J. and Others

The Psychological Evaluation of Profoundly Retarded Children with the Use of Concrete Reinforcers.

EDRS not available
Journal of Psychology; V77 N2 P173-9 Mar 1971

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; intelligence tests; infant behavior; reinforcers; Cattell Infant Intelligence Scale

To investigate the hypothesis that the lack of predictive validity in infant intelligence tests is due in part to the tasks not being sufficient to sustain the child's interest or motivation in the test, 40 custodial mentally handicapped were tested with one of two types of the Cattell Infant Intelligence Scale. Twenty two of the children received candy as a concrete reinforcer in place of the regular test material. It was noted that the children who received the modified Cattell scored significantly higher in both mental age and IQ. It was the opinion of the investigators that the influence of the candy was to increase motivation, consistency of response, and to give the tester a clearer picture of the cognitive structure of the child being evaluated. (CD)

ABSTRACT 3014

EC 03 3014 ED N.A.
Publ. Date 71 168p.
Balthazar, Earl E.

Balthazar Scales of Adaptive Behavior for the Profoundly and Severely Mentally Retarded: Section 1, Parts 1-4.

EDRS not available
Research Press Company, 2612 North Mattis Avenue, Champaign, Illinois 61820 (\$7.25 Set).

Descriptors: exceptional child research; mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; behavior rating scales; self care skills; skill analysis; institutionalized (persons); staff role; guidelines

Designed to yield objective and standardized measures of behavior based on actual observations, the Balthazar Scales of Adaptive Behavior (BSAB) measure, rank, order, and classify the self-care behaviors of eating, dressing, and toileting in the profoundly and severely mentally handicapped. The BSAB may be used to design or develop behavioral programs, to measure and evaluate ongoing or independently developed programs, to group subjects for classification purposes, and in research. The BSAB instructional material consists of

the Professional Supervisor's Handbook, the Rater Technician's Handbook, the Program Scoring Forms, and the Workshop and Training Manual. Raters of behavior are chosen from existing institutional staff and can be trained in a few days following directions in the Rater Technician's Handbook. The Program Scoring Forms are designed to enter in the permanent file of each patient so that progress can be ascertained. The Workshop and Training Manual furnishes means to identify and explore unfamiliar points in BSAB administration. (CB)

ABSTRACT 290

EC 04 0290 ED N.A.
Publ. Date Nov 71 13p.
Lyle, Charles Elmer; Thomas, Sally Baskin
Influence of Age, Sex, and IQ Differences on Behavior of Profound Retardates as Measured by the Rating Scale Technique.
EDRS not available
Journal of Psychology; V79 N2 P243-55 Nov 1971

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; institutionalized (persons); behavior patterns; behavior rating scales; self care skills

Behavior patterns of 80 male and 74 female custodial mentally handicapped, ambulatory, institutional residents were studied by means of a behavior rating scale administered by ward personnel. The scale was designed to evaluate subject's degree of self-sufficiency in toileting, grooming, feeding, communication, recreation, and socialization. Data concerning Ss (age range of 10 to 29 years) were distributed within a factorial design with sex, age, and IQ as independent variables, and total score on rating scale as dependent variable. Results indicated that chronological age and IQ were significant in affecting the Ss' behavior, and sex factors were found to be unimportant. The rating scale used was appended. (CB)

ABSTRACT 766

EC 04 0766 ED 057 532
Publ. Date Jun 70 60p.
Kaariainen, Risto
The Factor Structure of Intellectual Abilities and Signal Sight Vocabulary Learning at Moderate and Severe Levels of Proliferate Mental Retardation.
Gothenburg School of Education, Sweden
EDRS mf.hc

Descriptors: mentally handicapped; cognitive ability; trainable mentally handicapped; intelligence level; sight vocabulary; factor structure; research projects; reading ability

In order to study the signal-sight reading learning and the factor structure of intellectual abilities at preliterary moderate and severe levels of mental retardation (IQ 25-55), a test battery of items covering six hypothetical factors was constructed and administered to 80 preliterary mentally retarded subjects. The four factors extracted through factor analysis

were called perceptual, memory-quantitative psychomotor, and verbal-general. Analysis of the relationship between a learning variable (social sight learning) and intellectual factors showed that the perceptual factor had the highest positive correlation with the learning variable. Next highest correlations were found in the memory-quantitative and verbal factors. It was concluded that the findings agreed with those of previous factorial studies in showing that the one-dimensional IQ description of intelligence is not adequate to characterize the intellectual ability structure even on preliterary levels in the mentally retarded, since it is possible even on this level to secure a differentiated factor structure. (Author/KW)

ABSTRACT 1041

EC 04 1041 ED N.A.
Publ. Date Jul 71 7p.
Paluck, Robert J.; Esser, Aristide H.
Controlled Experimental Modification of Aggressive Behavior in Territories of Severely Retarded Boys.
EDRS not available
American Journal of Mental Deficiency; V76 N1 P23-9 Jul 1971

Descriptors: exceptional child research; mentally handicapped; trainable mentally handicapped; spatial relationship; aggression; social relations; territoriality

Territorial behavior in three small groups of severely retarded boys was charted in an experimental dayroom using a time-sampling procedure. All boys in all groups which were studied showed territorial behavior. This territorial behavior was also relatively resistant to verbal punishment procedures which were effective with other behaviors. Territoriality may thus be of considerable importance to these retarded persons and may be a crucially adaptive, although primitive, form of social organization for them. (Author)

ABSTRACT 1383

EC 04 1383 ED N.A.
Publ. Date Feb 72 4p.
Tweedie, David
A Method of Audiological Screening with the Severe to Profound Mentally Retarded.
EDRS not available
Training School Bulletin; V68 N4 P227-30 Feb 1972

Descriptors: mentally handicapped; custodial mentally handicapped; screening tests; auditory tests; test validity; aural stimuli

It is noted that previous attempts to administer a hearing screening for severe to profound retardates have resulted in limited successes. In the study 45 mentally retarded individuals were screened for hearing acuity by behavioral responses to auditory environmental stimuli. The use of the described procedure proved to be a useful screening method with this population. (Author)

ABSTRACT 1021

EC 05 1021 ED N.A.
Publ. Date Fall 72 6p.

Fidel, Edward A.; Ray, Joseph B.
The Validity of the Revised Objective Perceptual Test in Differentiating Among Nonorganic, Minimally Organic, and Grossly Organic Children.
EDRS not available
Journal of Special Education; V6 N3 P279-84 Fall 1972

Descriptors: exceptional child research; learning disabilities; neurologically handicapped; minimally brain injured; physically handicapped; cerebral palsy; test validity; diagnostic tests; Bender-Gestalt Test; Revised Objective Perceptual Test

Studied was the validity of the Revised Objective Perceptual Test (OPT) in discriminating among 40 normal and 60 neurologically handicapped (40 minimally organic and 20 grossly organic cerebral palsied) children between 5 and 10 years of age. The lack of a reliable scoring system for the Bender-Gestalt test was seen to have led to the construction of the Revised OPT test. Findings indicated that the Revised OPT differentiated normal from handicapped children and minimally impaired from grossly impaired children. Advantages of the Revised OPT used in conjunction with the Bender-Gestalt were said to include objective scoring, ease of administration, and a high degree of validity. (D2)

ABSTRACT 1245

EC 05 1245 ED 073 591
Publ. Date Aug 72 10p.
Webb, Ruth C. and Others
Evaluating the Sensory-Motor Bases of Behavior in the Profoundly Retarded.
EDRS mf.hc

Descriptors: exceptional child education; custodial mentally handicapped; testing; motor development; perceptual motor coordination; mentally handicapped; test interpretation; Glenwood Awareness, Manipulation, and Posture Index, Number One

Discussed are the theoretical background and evaluation procedures of the Glenwood Awareness, Manipulation, and Posture Index Number One, an instrument for measuring the sensory-motor bases of behavior in the profoundly retarded. The authors maintain that, by using the processes of recognition, interaction, and mobility as criteria for the developmental levels of awareness, manipulation, and posture, it becomes possible to assess reception of sensory stimuli and development of recognition processes separately from the assessment of fine and gross motor skills and mobility skills. Described are items of the Awareness Scale which elicit defensive reactions to aversive stimuli, entice the child to draw closer to pleasurable sensations, and evaluate the child's ability to combine memory of past events with the stimulus of the moment. The Manipulation Scale is designed to appraise a child's inclination to handle objects spontaneously, to respond to gestured and spoken commands, and to communicate needs and desires through language (with or without words). The Posture Scale is said to evaluate ability to maintain a secure position in space in both stationary and movement states. It

is noted that the test is without statistical validation, but that it has been helpful in identifying children who are alert but lack the motor capacity to express that alertness. (GW)

ABSTRACT 1412

EC 05 1412 ED N.A.
Publ. Date Apr 73 6p.
Henry, Virginia; Lyall, Jerry H.
Ability Screening and Program Placement for Deaf-Blind Children and Adults.
Volta Review; V75 N4 P227-31 Apr 1973

Descriptors: exceptional child education; multiply handicapped; deaf blind; testing; screening tests; program planning; placement; Deaf Blind Program and Ability Screening Test

Children categorized as deaf-blind are typically considered non-testable due to their multiply handicapping conditions. Available assessment tools are limited in their capacity to provide useful information about deaf-blind children to assist with program planning. The Deaf-Blind Program and Ability Screening Test (PAST) was developed as a screening instrument for children and adults with both visual and auditory impairments. The test involves an inventory of individual functioning levels (Ability Score), placement into categories of program need (Program Level), and consideration of external test factors as indicators of priority and of potential for program success. (Author)

ABSTRACT 2058

EC 05 2058 ED N.A.
Publ. Date Sep-Dec 7p.
Bors, Judith F.
Acoustic Impedance Measurements with Hard of Hearing Mentally Retarded Children.
Journal of Mental Deficiency Research; V16 N3 P196-202 Sep/Dec 72

Descriptors: exceptional child research; multiply handicapped; mentally handicapped; aurally handicapped; childhood; medical research; audiology; medical evaluation; auditory tests

The value of various impedance measurements as a means of identifying the presence of ear pathology as well as differentiating between sensorineural and mixed type hearing losses in 23 mentally retarded and hearing impaired children (mean age 9.6 years) was evaluated. Complete and reliable audiograms had been obtained on the Ss. The use of the acoustic reflex threshold technique and the tympanogram appeared to be helpful in making audiological determinations with the difficult-to-test retarded children. (DB)

ABSTRACT 2084

EC 05 2084 ED N.A.
Publ. Date 72 370p.
Irwin, Orvis C.
Communication Variables of Cerebral Palsied and Mentally Retarded Children.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$20.75).

Descriptors: exceptional child research; speech handicapped; physically handicapped; cerebral palsy; mentally handicapped; research reviews (publications); testing; communication problems; articulation (speech); sound discrimination; abstraction levels; vocabulary; sentence structure; memory; anxiety; language development

Presented are approximately 58 studies and discussions pertaining to seven communication variables for the speech therapist to use in diagnosing communications problems in cerebral palsied and mentally retarded children. Provided for each study are such components as introductory discussion, procedure, statements on test reliability and validity, effect of sex, relationship to medical diagnosis, difficulty of range of items, discriminating power of items, results, and summary. For the variable of articulation 30 studies are presented, such as a test of final double consonant blends, a short vowel test, and a short diphthong test. Given for the variable of sound discrimination are four studies, such as a test of sound discrimination, and a comparison of sound discrimination in mentally retarded and cerebral palsied children. Provided for the variable of abstraction are three studies, such as an abstraction test which is adapted for use with mentally retarded children. Of five studies devoted to the variable of vocabulary, one deals with word equipment of spastic and athetoid children, and one relates vocabularies of use and understanding to several variables. Two studies center on the sentence variable, of which one treats length of declarative sentences, while the other assesses sentence length and number in mentally retarded children's language. The variable of memory span is addressed with three studies, which cover aspects of mentally retarded children's immediate memory span. Included for the variable of anxiety is one scale for use with cerebral palsied children. Of six studies on the language variable, one is concerned with replications and reliability of four speech tests, and the other investigates regional and sex differences in the language of cerebral palsied children with five speech tests. Descriptions of subjects, as well as charts and record forms, may be found in the index. (MC)

ABSTRACT 2294

EC 05 2294 ED N.A.
Publ. Date Spr 73 7p.
Proger, Barton B.
Test Review No. 12 Balthazar Scales of Adaptive Behavior: Section 1.
Journal of Special Education; V7 N1 P95-101 Spr 73

Descriptors: exceptional child research; mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; behavior rating scales; self care skills; skill analysis; test reliability; test interpretation; evaluation; Balthazar Scales of Adaptive Behavior

Reviewed are the Balthazar Scales of Adaptive Behavior, Section 1: The Scales of Functional Independence (BSAB-I), which deal with adaptive functioning of profoundly and severely

mentally retarded persons in areas of eating, dressing, and toileting. The four main components of the BSAB-I, The Professional Supervisor's Handbook, the Rater Technician's Handbook, the Program Scoring Form, and the Workshop and Training Manual, are described. Also described are the eating scales, which are divided into five ratable areas and a checklist; the dressing scales, which contain items organized by clothing articles; and the toileting scales, which are divided into nighttime and daytime classifications. The scales' administration is said to depend on types of behavior desired and to emphasize direct observation (except for the toileting portion, when the informant technique is used). Considered are standardization procedures, scoring techniques' strengths and weaknesses, and data on reliability and validity. The review concludes with the statement that the BSAB-I appears to be one of the better designed instruments of its type. (For related information, see EC 033 014). (MC)

ABSTRACT 485

EC 06 0485 ED N.A.
Publ. Date Nov-Dec 7 7p.
Danella, Elizabeth A.
A Study of Tactile Preference in Multiply-Handicapped Children.
EDRS not available
American Journal of Occupational Therapy; V27 N8 P457-63 Nov-Dec 1973

Descriptors: exceptional child research; multiply handicapped; early childhood; childhood; tactual perception; stimulus behavior; patterned response; reactive behavior; sensory experience

Twelve visually impaired multiply handicapped children, 3 1/2 to 8 years of age, were investigated to determine preferential response to qualities of tactile stimuli. Nine objects were chosen to represent the tactile qualities of temperature, vibration, texture, and density. Each object was paired with every other object. The length of time that the child handled each object was recorded during the observation periods. In addition to individual profiles, a mean rank order of preference was determined. Results indicated that vibration was significantly preferred while fur and yarn were significantly least preferred. (Author/MC)

ABSTRACT 504

EC 06 0504 ED 064/.9
Publ. Date 46p.
Stillman, Robert D.
Measuring Progress in Deaf-Blind Children: Use of the 'Azusa Scale'.
Callier Hearing and Speech Center, Dallas, Tex.
Bureau of Education for the Handicapped (Dhew/Oe), Washington, D.C.
EDRS mf, hc

Descriptors: exceptional child research; deaf blind; behavior rating scales; multiply handicapped; diagnostic teaching; program evaluation; socialization; motor development; perceptual development; language development; behavior change; Azusa scale; daily living skills

Evaluated was the use of the Azusa developmental scale with 16 deaf blind chil-

dren in a completed study and 124 deaf blind children in an ongoing study to determine the scale's usefulness for objective evaluation of behavior change, instructional planning, and program evaluation. The children in the first study were rated on the performance objectives before and after 7 months of program participation. Scores were compared with normal developmental norms for nonhandicapped children. The scale evaluated the following areas: socialization, daily living skills, motor development, perceptual abilities, and language development. Greatest mean progress tended to occur in perceptual abilities (15 months) and socialization (14 months) while least progress was made in language development (9 months). Eating and toileting skills showed the greatest progress among areas of daily living skills. In the motor development section greater progress was found for fine motor control than for gross motor skills which were at a higher level at both pretesting and posttesting. The children in the program progressed at a rate greater than would be expected from normally developing children suggesting that the handicapped children are 'catching up' to their normally developing peers. Results from the second study should provide more complete data on subgroups of deaf blind children. The Azusa scale was found to be appropriate for measuring developmental progress, improving instruction, and evaluating programs for deaf blind children. (DB)

ABSTRACT 507

EC 06 0507 ED 064732
 Publ. Date Nov 72 15p.
 Bernstein, Phyllis F.; Roeser, Ross J.
Audiological Assessment of Deaf-Blind Children.
 Callier Hearing and Speech Center, Dallas, Tex.
 Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
 EDRS mf, hc
 OEG-0-9-536003-4093 (609)
 Paper Presented at the Annual Meeting of the American Speech and Hearing Association (San Francisco, Calif., November 18-21, 1972)

Descriptors: exceptional child research; deaf blind; auditory tests; testing problems; test interpretation; multiply handicapped; etiology; stimulus behavior; performance tests

The audiological assessment of 30 deaf blind children, 6 months to 14 years of age, in an outpatient setting is described, as are testing procedures and results. Etiological factors are given which include maternal rubella (accounting for 27 children), meningitis, prematurity, neonatal anoxia, and Rh incompatibility. Discussed are the following testing procedures: pure tone audiometry (which is not appropriate for children with minimal or no hearing and vision); play audiometry, such as dropping a block in a bucket, a procedure said to be useful for children above 2 years of age but to have limitations in an outpatient setting because extensive training sessions are required; conditioned orientation re-

sponse audiometry, which was effective for 25 children who perceived the light stimulus; impedance audiometry, involving use of an electroacoustic bridge for obtaining data from both ears (22 of 24 children tested showed middle ear involvement); and behavior observation audiometry, for detection of overt responses such as startle reflexes or cessation of an activity in very young or otherwise untestable children. Some of the results indicated that 22% of the children had hearing sensitivity within the range of normal limits, but had problems other than blindness that precluded language and speech development; that two children were untestable; and that of 37 children with significant hearing loss, 62% were in the severe to profound range (10 were rubella children). (MC)

ABSTRACT 691

EC 06 0691 ED N.A.
 Publ. Date 73 157p.
 Wills, Richard H.
The Institutionalized Severely Retarded: A Study of Activity and Interaction.
 EDRS not available
 Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$9.75).

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; trainable mentally handicapped; institutionalized (persons); behavior patterns; cultural factors; severely handicapped

Reported is research to develop an integrated overview of behavior on a ward for the severely retarded, specify types of behavior initiated by severely retarded individuals, and formulate a classification of the severely retarded based on observable differences in behavior through systematic observation of 32 late adolescent or adult male residents of a state institution. Observation is said to have been carried out through systematic time sampling of 480 5-minute observation periods and identification of categories of observed behavior. Differentiated are the 21 cultural retardates (CRs) who exhibited behaviors which are uniquely human and have a mean IQ of 25 and the 11 noncultural retardates (NCRs) who do not exhibit distinctly human behaviors and have a mean IQ of 9. Described is the institution setting and the daily schedule. Evaluated are influences on behavior such as intelligence and social quotients, presence or absence of communicative skills, physical disabilities, medications, and physical restraints. Examples of activities in the following categories are given for both CRs and NCRs: person-body orientation (such as dressing), person-self orientation (such as talking to self), person-environment orientation (such as watching television). Interaction behaviors are grouped into either action activities or discussion activities. Synthesis of the data highlighted the differences between CRs and NCRs suggesting that the appearance of culture may be an abrupt threshold with individual retardates falling to one side or the other and efforts to induce noncultural retardates to cross the threshold doomed

to failure. Appended is information on diagnoses, medications, individual histories, and records of individual initiation of behavior during systematic observations. (DB)

ABSTRACT 765

EC 06 0765 ED N.A.
 Publ. Date F 73 6p.
 Hogan, Donald D.
A Rationale for Strengthening Audiological Programs for the Mentally Retarded.
 Journal of Special Education; V7 N3 P255-60 F 1973

Descriptors: exceptional child services; mentally handicapped; aurally handicapped; audiology; multiply handicapped; health services

Preoccupation with physical health or misconceptions concerning development of deviant mental processes have been responsible for the lack of significance attached to auditory dysfunctions among the mentally retarded. The problem is unfortunate, since audition is a fundamental faculty necessary for normal development of mental processes. Hearing impairment in early life can create speech and language impairment as a second-order effect, and retardation and/or emotional disturbances as third-order effects. Early identification and treatment of auditory impairments is of critical importance to prevent developmental disabilities. Audiometric test procedures exist which are appropriate for infants and other difficult to test individuals. (Author)

ABSTRACT 790

EC 06 0790 ED N.A.
 Publ. Date Nov 73 6p.
 Wade, Michael G.
Biorhythms and Activity Level of Institutionalized Mentally Retarded Persons Diagnosed Hyperactive.
 American Journal of Mental Deficiency; V78 N3 P262-67 Nov 1973

Descriptors: exceptional child research; custodial mentally handicapped; hyperactivity; medical research; heart rate; mentally handicapped; childhood; medical evaluation; technology

Five hyperactive, profoundly retarded children (two male and three female), 7 to 10 years of age, who played in single sex groups in a playroom designed to elicit play behavior, were monitored by a heart rate telemetry system to measure biorhythms in the children's activity level. The data were analyzed by variance procedures and spectral analysis to ascertain whether the average activity level was susceptible to manipulation by variation of group size and sex parameters in the stimulus environment. Results indicated no significant differences due to sex or playgroup size. Spectral analysis indicated the absence of work/rest biorhythms, and the presence of a great deal of random (noise) behavior. The results had implications for the diagnosis of hyperactivity. (Author/MC)

ABSTRACT 799

EC 06 0799 ED N.A.
 Publ. Date Nov 73 8p.

Friedlander, Bernard Z.; Knight, Marcia S.
Brightness Sensitivity and Preference in Deaf-Blind Retarded Children.
American Journal of Mental Deficiency; V78 N3 P323-30 Nov 1973

Descriptors: exceptional child research; deaf blind; behavior change; reinforcement; visual stimuli; multiply handicapped; early childhood; operant conditioning; visual perception

Sixteen deaf-blind, retarded, preschool, postretard children (mean age 6 years) were tested in an operant procedure which allowed them to select preferred illumination feedback as reinforcement for operating a simple two-choice lever switch. The purpose of the program was to evaluate systematically light sensitivity in children for whom such evaluations are not considered possible due to imputed blindness and disorganized behavior. Results indicated that 15 of the children (one became ill and could not continue) showed light sensitivity down to 5 foot-candles of intensity, and were so 'turned on' by light as a reinforcer that they worked hard. The results had implications for assessing boundary conditions of children's visual competence and disability prior to planning educational procedures. (Author/MC)

ABSTRACT 948

EC 06 0948 ED 085 960
Publ. Date 73 15p.
Hamilton, James L.; Budoff, Milton
Learning Potential Among the Moderately and Severely Retarded. Studies in Learning Potential, Volume 3, Number 52.
Research Inst. for Educational Problems, Cambridge, Mass.
Bureau of Education for the Handicapped (DHEW/OE, Washington, D.C.
EDRS mf, hc
grant no.
For Related Information See EC 060950, EC 060951, EC 060954, EC 060957, EC 060959 and EC 060960.

Descriptors: exceptional child research; mentally handicapped; severely handicapped; intelligence level; learning processes; trainable mentally handicapped; custodial mentally handicapped; intelligence tests

The study investigated the feasibility of M. Budoff and M. Friedman's (1964) learning potential paradigm as an assessment approach with 40 moderately and severely mentally retarded persons (aged 12 to 22 years). Ss were tested three times: initially, after one week, and after one month with a match-to-sample block design test. Twenty of the Ss were randomly assigned to a 30-minute training session which occurred on the day prior to the first retest. Pretrained scores were positively correlated with IQ. Improvement following training was not related to IQ, but was significantly related to two validity measures. Results suggested that assessment of learning potential by means of a learning task rather than IQ is more appropriate for retarded persons. (Author/DB)

ABSTRACT 978

EC 06 0978 ED N.A.
Publ. Date Jan 74 5p.
Benton, R. B. and Others
Evaluating the Work Potential of Blind Multiply Handicapped Persons for the Manufacture of Bath Perfume.
New Outlook for the Blind; V68 N1 P20-4 Jan 1974

Descriptors: exceptional child research; blind; mentally handicapped; employment potential; vocational rehabilitation; visually handicapped; multiply handicapped; visually handicapped
To evaluate the work potential of 15 blind, severely retarded, multiply handicapped persons (16 to 22-years-old), a model project involving the manufacture of bath perfume was established within an already existing program. Clients attempted to master one or more of the five work-station tasks in the operation (mixing, bottle filling, capping, labeling, and boxing). There were 48 successes in 58 attempts, for an 83% success rate. Of the successes, 75% were accomplished in only one 2-hour working day. (Author)

ABSTRACT 1040

EC 06 1040 ED 087 150
Publ. Date Mar 23 30p.
Balthazar, Earl E. and Others
Absence of Intervention Training Programs: Effects Upon the Severely and Profoundly Retarded, Part I: Selected Cases of Emotional and Behavioral Disturbances.
Central Wisconsin Colony and Training School, Madison, Wis. Research Dept.
EDRS mf, hc
For related information see EC 061041 061042

Descriptors: exceptional child research; mentally handicapped; maturation; interpersonal relationship; severely handicapped; childhood; institutionalized (persons); adjustment (to environment); behavior rating scales; Balthazar Scales of Adaptive Behavior; Adaptive Behavior

Fifteen institutionalized profoundly retarded Ss, median age 7 years, who received no intervention training program, were assessed on the Balthazar Scales of Adaptive Behavior (BSAB), Sections I and II to determine whether social coping behavior would improve spontaneous maturation during a 6-month period. The Ss were recommended by nursing personnel on the basis of greatest self-destructive behavior, degree of emotional disturbance, and severity of behavioral problems. The Ss were evaluated at 3-month intervals through 12 10-minute observation sessions on the Scales of Social Adaptation (BSAB-II) and Scales of Functional Independence (BSAB-I). Data were developed for unadaptive self-directed behaviors (such as failure to respond and stereotype), unadaptive interpersonal behaviors (aggression, withdrawal), adaptive interpersonal behaviors (such as non-communicative social behaviors), play activities (inappropriate use of objects and playful contact), and response to instructions. Information was obtained on medications which the Ss were receiving at time of evaluation.

Results indicated that passive and informal programing in residential settings with reliance upon tender loving care and acceptance to achieve goals such as emotional well-being and behavioral development did not increase change in the Ss' social coping behavior, and that the hypothesis of improvement as a result of spontaneous maturation was not supported (though a longer time period might have some effect on gains). Discontinuation of drug use for four subjects resulted in no increase in unadaptive behaviors, indicating need for further investigation into actual effects of drugs on behavior. (MC)

ABSTRACT 1041

EC 06 1041 ED 087151
Publ. Date Apr 73 30p.

Naor, Ellen M.; Balthazar, Earl E.
Absence of Intervention Training Programs: Effects Upon Institutionalized Retardates, Part II: Selected Cases with Minimal Behavioral Disturbance.

Central Wisconsin Colony and Training School, Madison, Wis. Research Dept.
EDRS mf, hc
Monograph Supplement Number 2, Volume 10, for Related Information See EC 061040.

Descriptors: exceptional child research; mentally handicapped; maturation; interpersonal competence; severely handicapped; childhood; young adults; institutionalized (persons); adjustment (to environment) behavior rating scales; Balthazar Scales of Adaptive Behavior; Adaptive Behavior

Fourteen institutionalized profoundly retarded Ss (seven females, median age 20 years, and seven males, median age 10 years) who received no intervention training program were assessed on the Balthazar Scales of Adaptive Behavior (BSAB), Sections I and II, to determine whether the Ss' spontaneous social coping behavior would improve as a result of spontaneous maturation during a 6-month period. Analysis of self-help scales indicated that females were functioning initially at a higher level of proficiency than the males in all skill areas. Comparison of baseline social scale scores showed some sex differences in social coping behaviors. Social vocalization, appropriate use of objects, and response to instructions were significantly more frequent among females. Results of ratings showed that no significant changes in socially adaptive behaviors occurred to support the hypothesis of time and maturation being the determining factors. The results implied that passive and unsophisticated programing is ineffective for achieving behavioral development. Results also implied that the BSAB scales could be used as a paradigm for development and evaluation of a training program with specific behavioral goals. (MC)

ABSTRACT 1086

EC 06 1086 ED N.A.
Publ. Date May-Jun 7 7p.
Walsh, Lois E.

Measuring Ocular Motor Performance of Cerebral-Palsied Children.

EDRS not available

American Journal of Occupational Therapy; V28 N5 P265-71 May-Jun 1974

Descriptors: exceptional child research; physically handicapped; cerebral palsy; childhood; adolescents; perceptual motor coordination; equipment evaluation; sensory integration; Reading Eye II

A pilot program with 17 cerebral palsied children (ages 6 to 16 years) tested the feasibility of using the Reading Eye II instrument as a clinical method of recording ocular movements of congenital cerebral palsied children. The instrument provided a permanent, measurable record of eye motions. Eye track measures were obtained under controlled conditions and were correlated with reading achievement variables. Results indicated that with further refinement of method to overcome unreliability the Reading Eye II has potential for clinical assessment of ocular motor performance. Similarities were noted in the pattern of correlation of Reading Eye II variables and reading achievement between the sample of cerebral palsied children and normal children. (DB)

ABSTRACT 2276

EC 06 2276

ED N.A.

Publ. Date Jun 74

6p.

Tweddie, David

Observing the Communication Behavior of Deaf-Blind Children.

American Annals of the Deaf; V119 N3 P342-7 Jun 1974

Descriptors: exceptional child education; deaf blind; observation; communication skills; video tape recordings; multiply handicapped; behavior rating scales; evaluation; speech pathology; Teledagnostic Protocol

Reviewed are observational techniques for rating the communication of deaf-blind multihandicapped children, and reported is an initial study of the diagnostic observational competency of 75 speech pathologists at 5 levels of training and experience. Included in the review is discussion of the inadequacy of standardized tests for assessing speech and language of deaf-blind multihandicapped children and attempts to develop appropriate observation techniques. Explained is use in the study of the Teledagnostic Protocol, an observation instrument consisting of a videotape of a deaf-blind child in eight situations such as informal and formal learning experiences. Reported is the major finding that training and experience of the observer did not affect diagnostic observational competence. (Author/LC)

ABSTRACT 2468

EC 06 2468

ED 094 523

Publ. Date 24 May 74

24p.

Kenyon, Eunice L.

Diagnostic Study for the Day Preschool at the Boston Center for Blind Children.

Boston Center for Blind Children, Massachusetts.

EDRS mf, hc

Descriptors: exceptional child education; multiply handicapped; visually handicapped; clinical diagnosis; interdisciplinary approach; blind; early childhood education; childhood; special schools; Boston Center for Blind Children

Described are the diagnostic procedures employed for multiply and visually handicapped children from 3 to 12 years of age functioning at the preschool level at the Boston Center for Blind Children. Diagnosis is seen to serve as a key to understanding the child and as a basis for planning services. Described is the Center setting which serves six multiply handicapped children 4 days a week with a staff of one teacher and two teacher aides. Explained are pre-study procedures including referral, application for admission, arrival, and presence of one parent (usually the mother) throughout the diagnostic study. Noted are the roles of each of the following staff members in the diagnosis: the social worker (who interprets the family situation and serves as a parent advocate), the pediatrician (who interprets medical findings in non-technical terms to team members), the psychiatrist (who focuses on the whole child from a psychiatric viewpoint), the educator (who observes the child and orders the child's needs as priority items), the psychologist (who focuses on the child's level and mode of functioning through psychological evaluations). The 6 to 7-day diagnostic study is said to culminate in the diagnostic case conference at which staff members present their findings and plan treatment procedures. (DB)

ABSTRACT 2515

EC 06 2515

ED N.A.

Publ. Date 74

163p.

Fulton, Robert T., Ed.

Auditory Stimulus-Response Control. University Park Press, Chamber of Commerce Building, Baltimore, Maryland 21202 (\$12.50).

Descriptors: exceptional child research; multiply handicapped; mentally handicapped; aurally handicapped; behavior change; reinforcement; theories; clinical diagnosis; aural stimuli; conditioned stimulus; training techniques; Severely Handicapped

Reported is research on procedures for assessing the auditory system of severely handicapped and difficult-to-test children, and on the application of the procedures in audiometric and psychoacoustic auditory assessment. The author explains the behavioral principles he used in obtaining and evaluating basic stimulus-response control training procedures. Presented is clinical data resulting from the application of stimulus-response control procedures to puretone thresholds, the short-increment sensitivity index, and the threshold tone decay test. Data is also provided on investigations of the psychoacoustic parameters of time, frequency, and intensity with difficult-to-test and normal Ss. Areas in which further investigation is needed are summarized. Appendixes contain detailed plans and schematics for all instrumentation used in the research. (GW)

ABSTRACT 2703

EC 06 2703

ED N.A.

Publ. Date Aug 74

4p.

Hamilton, James L.; Budoff, Milton

Learning Potential Among the Moderately and Severely Mentally Retarded. Mental Retardation; V12 N4 P33-6 Aug 1974

Descriptors: exceptional child research; mentally handicapped; intelligence level; learning processes; trainable mentally handicapped; custodial mentally handicapped; adolescents; young adults; test validity

This study investigated the feasibility of M. Budoff and M. Friedman's (1964) learning potential paradigm as an assessment approach with 40 moderately and severely mentally retarded persons (from 12 to 22 years old). All Ss were tested three times: initially, after 1 week, and after 1 month with a match-to-sample block design test. Twenty Ss were randomly assigned to a 30-minute training session which occurred on the day prior to the first retest. Pretrained scores were positively correlated with IQ. Improvement following training was not related to IQ, but was significantly related to two validity measures. (Author)

ABSTRACT 2718

EC 06 2718

ED 095 673

Publ. Date 31 Oct 72

84p.

Sattler, Jerome M.

Intelligence Test Modifications on Handicapped and Nonhandicapped Children. Final Report.

San Diego State Coll. Foundation, California

Social and Rehabilitation Service (DHEW), Washington, D. C. Div. of Research and Demonstration Grants.

EDRS mf, hc

See EC062717 for Additional Information.

Descriptors: exceptional child research; physically handicapped; mentally handicapped; intelligence tests; material development; cerebral palsy; test validity

The effects of modifications in intelligence test procedures upon the scores obtained by 232 normal, 102 mentally retarded, 106 cerebral palsied and 35 orthopedically handicapped children were investigated. Stanford-Binet tests in year-levels II through V were modified to require only a pointing or yes/no response. The modified form appeared to be valid with IQs within 3 points of scores obtained on the standard form. Additionally, Stanford-Binet tests at year-levels IX through XIII, three subtests of the Wechsler Intelligence Scale for Children (Digit Span, Block Design, and Coding) and a separate Memory for Block Designs test were modified. The modified Stanford-Binet tests at the higher level were not valid; the modified Digit Span Block Design subtests had a sufficient degree of validity; while the modified Coding subtest and the Memory for Block Designs test were significantly easier than the standard subtest. Results indicated that some modified tests can serve as substitutes for standard tests in the assessment of handicapped children. (DB)

ABSTRACT 1095

EC 07 1095 ED N.A.
 Publ. Date Dec 74 3p.
 Kiernan, Dennis W.; Dubose, Rebecca F.

Assessing the Cognitive Development of Pre-School Deaf-Blind Children.
 Education of the Visually Handicapped;
 Vol N4 P103-5 Dec 1974

Descriptors: exceptional child research; multiply handicapped; deaf blind; infancy; early childhood; rubella; cognitive development; intelligence tests; sensory experience; Peabody Intellectual Performance Scale;

Seventeen Rubella Syndrome and four multiply handicapped (including aurally and visually impaired) children (10-to-102-months) were studied to determine the relationship between MAs on the Peabody Intellectual Performance Scale (PIPS), Experimental Edition, and other currently used measures of mental abilities. Items on the PIPS were developed or adapted to be high in stimulus value for Ss with sensory impairments. For comparison purposes, MA scores were also obtained on the Merrill-Palmer Scale of Mental Tests or the Bayley Scales of Infant Development. Results indicated that the PIPS may be a promising screening test for measuring the cognitive development of deaf-blind children with some usable vision. (LH)

ABSTRACT 1304

EC 07 1304 ED N.A.
 Publ. Date Feb 75 6p.
 Tweedie, David

Videoaudiometry: A Possible Procedure for 'Difficult-To-Test' Populations.

Volta Review; V77 N2 P129-34 Feb 1975

Descriptors: exceptional child research; multiply handicapped; deaf blind; severely handicapped; auditory tests; video tape recordings; evaluation methods; reactive behavior; observation;

Use of videotaping in behavioral observation audiometry was tested with 21 multi-handicapped children enrolled in a program for the deaf-blind. Ss' responses to aural stimuli were recorded on videotape and evaluated by 12 observers. Mean judgments of the observer group were felt to have a higher level of confidence than judgments of one observer. The procedure is applicable to most difficult-to-test populations. (LS)

ABSTRACT 1371

EC 07 1371 ED 102 796
 Publ. Date Apr 74 280p.

Padzensky, Herb and Others.
Assaying Student Behavior. A Mini-course in Student Assessment Techniques: Participant's Manual.

Colorado State Dept. of Institutions, Denver. Div. Of Developmental Disabilities.

Department of Health, Education, and Welfare, Washington, D. C.

EDRS mf; hc

For the Other Two Components of the Instructional Package, See EC 07 1372 and EC 07 1373

Descriptors: evaluation methods; task analysis; learning characteristics; testing;

exceptional child education; severely handicapped; behavioral objectives; learning modalities; test interpretation; standardized tests; records (forms); community services; developmental disabilities;

The manual contains instruction for behavioral assessment of developmentally disabled, moderately and severely retarded individuals. Each unit includes the following information: a goal statement, specific behavioral objectives, and approximate time required to read the unit and complete all the exercises. Among the topics discussed are task analysis, data collection, and examination of a student record file. The first of two supplements provides information on formal tests, including the Stanford-Binet and the Vineland Social Maturity Scale. The second supplement, a revised case study manual for community centered programs for mentally retarded and seriously handicapped persons, provides examples of such records as medical histories, psychological evaluations, and parent-teacher conference reports. (CL)

ABSTRACT 1591

EC 07 1591 ED 102 796
 Publ. Date 74 132p.

Stillman, Robert, Ed.

The Callier-Azusa Scale.

Callier Center for Communication Disorders, Dallas, Tex. ADDR Callier Center for Communication Disorders; 1966 Inwood Rd., Dallas, Tex. 75235

Bureau of Education for the Handicapped; (DHEW/OE), Washington, D. C.

OEC-0-74-7930-06

EDRS mf, hc

For Additional Information See EC 071592

Descriptors: multiply handicapped; deaf blind; child development; behavioral objectives; testing; exceptional child education; behavior rating scales; motor development; daily living skills; perceptual development; language development; socialization; classroom observation techniques; Callier Azusa Scale;

Presented is the Callier-Azusa Scale designed to aid in the assessment of deaf blind and multihandicapped children in the areas of motor development, perceptual abilities daily living skills, language development, and socialization. The scale is said to be predicated on the assumption that given the appropriate environment all children follow the normal development sequence and to be useful for initial assessment, measuring progress over time, and planning developmentally appropriate programs. Within each of the five areas are subscales made of sequential steps describing developmental milestones. It is stressed that the scale is based on observation of ongoing classroom behaviors and should be administered by individuals familiar with the child. Briefly explained are criteria for assessing developmental level and the use of scoring sheets (attached). Provided with many of the behavioral items are examples and a space for teacher comments. Subscales are provided for the following abilities: postural control, locomotion, fine motor, and vis-

ual-motor (in the area of motor development); visual development, auditory development, and tactile development (in the area of perceptual abilities); undressing and dressing, personal hygiene, feeding skills, and toileting (in the area of daily living skills); receptive language, expressive language, and speech (in the area of language development); and socialization and development of self concept (in the area of socialization). Items range from 'only takes bottle' to 'prepares simple foods not requiring measurement in the development of feeding skills.' (LS)

ABSTRACT 1592

EC 07 1592 ED 102 797
 Publ. Date 74 9p.

Stillman, Robert D.

Assessment of Deaf-Blind Children: The Callier-Azusa Scale.

Callier Center for Communication Disorders, Dallas, Tex. ADDR Callier Center for Communication Disorders; 1966 Inwood Rd.; Dallas, Tex. 75235

Bureau of Education for the Handicapped; (DHEW/OE), Washington, D. C.

EDRS mf; hc

Based in Part on A Paper Presented at Intercom '74 (Hyannis, Mass., March 8, 1974); See EC 071 591 For the Scale

Descriptors: deaf blind; behavioral objectives; child development; testing; exceptional child education; multiply handicapped; behavior rating scales; student evaluation; Callier Azusa Scale;

Described is the development of the Callier-Azusa Scale to assess abilities of low functioning deaf blind or otherwise multiply handicapped children. Noted is the inappropriateness of most standardized assessment scales for the deaf blind child due to his sensory impairments and generally delayed language and social development. It is explained that the scale is structured according to normal development and evolved out of the original Azusa scale with which it shares the following subscales: socialization, daily living skills, motor development, perceptual abilities, and language development. Results of a field test of the scale's pilot version with 70 teachers indicated that the scale was most effective when used to assess developmental level and measure developmental progress in low functioning deaf blind and multihandicapped children. The scale is thought to provide some direction for program planning though direct application of any assessment scale to program planning is considered inappropriate. (DB)

ABSTRACT 2348

EC 07 2348 ED 105 692
 Publ. Date 73 162p.

Anderson, Burnadette; And Others

A Case Study Approach to the Low Functioning Child.

Duquesne Univ., Pittsburgh, Pa.

Pennsylvania State Dept. of Education, Harrisburg.

EDRS mf; hc

Descriptors: severely handicapped; motor development; social development;

communication skills; exceptional child education; case studies; educational diagnosis; Informal Assessment;

Presented as the outcome of a summer institute involving 30 graduate students are case histories and educational prescriptions for 34 low functioning severely handicapped individuals ages 2 to 26 years. The case histories provide information on identification, reports of previous evaluations, other contacts and assessment of present functioning levels (including physical, intellectual, and social development). Detailed in the prescription planning record for the Ss are learning objectives, evaluations, methods, materials, personnel and environments. Included is information on resources such as materials and books used in the educational prescriptions. (CL)

ABSTRACT 3782

EC 07 3782 ED 112582
Publ. Date 75 58p.
Suggested Program Assessment Checklist.
State University of New York, Albany.
State Education Department, New York.
EDRS mf:hc

Descriptors: handicapped children; check lists; program evaluation; exceptional child education; student placement; services; facilities; equipment; educational programs; student identification;

Presented are program assessment checklists to be used as guides for planning, implementation, and improvement of educational programs for handicapped children. Separate checklist formats are provided for the following handicapping conditions: severely health and physically impaired; physically handicapped; visually handicapped; multiply handicapped; speech, language, and hearing handicapped and severely speech impaired; severely handicapped (deaf) and hearing impaired; learning disabled; emotionally and severely emotionally disturbed; and educable and trainable mentally retarded. Checklists are offered which identify strengths and weaknesses of several program components such as eligibility; assessment, and placement; comprehensive programs and services; housing facilities, equipment, and materials; and educational programs. (SB)

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